



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 Western 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 Western 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

UWS is a large, research-led and comprehensive metropolitan university serving a growing and diverse urban region. Established under state legislation, UWS has a distinct legislative charter encapsulated in its mission statement:

To be a university of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to its regional, national and international communities, beginning with the people of Greater Western Sydney.

Planning at UWS reflects a deep commitment to opportunity and excellence in which the University's place is to be at the leading edge of knowledge, providing a contemporary education of the highest quality that builds successful lives and careers for our graduates, and conducting research that speaks to the development of urban and rural regions, the new economy, cultural life and professional practice. Located in Greater Western Sydney, UWS has six main campuses in a region spanning 8900 sq kilometres - Bankstown, Blacktown (Nirimba), Campbelltown, Hawkesbury, Parramatta and Penrith, with other facilities at Westmead and Liverpool. Greater Western Sydney is an increasingly important region, with:

- the fastest growing population in Australia which will exceed 2.3 million by 2016 accounting for 60% of Sydney growth and 25% of national growth – 600,000 in the next 25 years
- the largest urban Indigenous population nationally
- 150 of Australia's top 500 companies and over 240,000 businesses
- the third largest economy in Australia behind the Sydney CBD and Melbourne (more than \$80 billion in economic output a year, 10% of the national GDP)
- one of the most diverse populations in the world with over 170 nationalities and 50% first or second generation Australians

The region also faces significant social and economic challenges, including low participation in higher education – 3.2% compared with 5.3% for the rest of Sydney (2006 Census).

UWS is still a relatively young university, created from the merger in 1999 of three separate entities under a federated university structure (UWS Hawkesbury, Nepean and Macarthur). It has emerged from a significant period of rationalisation and amalgamation to transition from this federated structure (with three separate administrations, unfocused research growth, 56 faculties and schools, 7 campuses, 265 undergraduate courses and 3800 units) into a unified, large and maturing multi-campus university (with 3 colleges and 17 schools; 8 university research centres, 93 undergraduate courses, 1950 units and 6 campuses).

In 2009 our 37,000 students reflect the region and make a significant contribution to the widening participation agenda, with:

- 70% from Western Sydney
- 40% first in family at university
- 21% low SES
- 20% entering on the basis of a TAFE qualification
- 174 countries of birth
- success rates for low SES and NESB students equal to the general student population

Learning and Teaching and the Student Experience

The University has a comprehensive Learning and Teaching Plan which underpins the activities at both the University-wide and College levels and focuses on a student-centred approach to teaching, to systems and policy innovation and professional development of academic staff. Student satisfaction has improved over the last five years but is still slightly below the sector. Overall student satisfaction in the CEQ increased 4% in 2009 and has increased 14% since 2006. UWS surveys about teacher and unit satisfaction (SFT/SFU) continue to demonstrate improvement. Student retention has increased 4% since 2006.

Research and Research Training

There has been a steady growth in the last five years in research quality, scope and volume. The University has established a system of research selectivity and concentration, designating a number of flagship University Research Institutes and Centres and areas of developing strength as University Research Groups. Though representing 12% of the University's academic staffing, these areas of research concentration were responsible in 2008 for 49% of the University's research income, 24% of its publications and 25% HDR completions.

UWS has developed a series of strategic research relationships, particularly through its research centres and groups, both nationally and internationally. In 2008, UWS had 350 partners funding research projects at UWS (194 business and industry, 141 government, and 15 universities). In 2008, 64 ARC Linkage grants were being undertaken by UWS researchers, in addition to 31 Research Partnership grants.

The most recent comprehensive review of research at UWS, 2008-2009's *Third Research Landscape Report*, has identified the following areas of strengths and emerging strengths:

Table 1 UWS Research Concentrations 2009

University Research Institutes

Social Sciences and Humanities	Energy and Environment
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University Research Centres

Citizenship and Public Policy	Civionics (emerging)
Complementary Medicine	Contemporary Muslim Societies (emerging)
Cultural Research	Educational Research
MARCS Auditory Laboratories	Plants and the Environment (formerly PAFS)
Urban Research	

University Research Groups

Disaster Response and Resilience (emerging)	Social and Environmental Responsibility (emerging)
Family and Community Health	Health Outcomes and Services (emerging)
Industry and Innovation Studies	Interpreting and Translation (emerging)
Justice Research (emerging)	Molecular Medicine
Nanoscale	Solar Energy Technologies (emerging)
Social Justice Social Change	Writing and Society

What the University aspires to be: the University of Western Sydney - 2015

In the context of current strategy and development and achievements over the last decade UWS aims to be a modern and vibrant metropolitan university:

- which is known at home and abroad for its engagement with the economic and social development of its region
- with an international reputation for excellence in its chosen fields of research, and
- providing national leadership in student access and success

Learning and Teaching and the Student Experience

The University's vision for learning and teaching focuses on creating a superior and engaged student experience and is underpinned by seven strategic imperatives:

- we aim to ensure that our students achieve high learning standards
- we are building pathways that attract talented students from diverse backgrounds, including international
- we intend our students to have a first year experience that optimises retention and success
- we aim to develop the ability for our students to learn in their own time, supported by ICT-enabled learning
- we envisage a comprehensive Indigenous education strategy that both supports Indigenous students and teaches non-Indigenous students about Indigenous Australia
- we aim for our teaching staff – permanent and sessional – to be of the highest quality
- we want our teaching programs to have embedded engaged learning, incorporating relevant community, industry and international aspects

This vision is supported by the University's *Making the Difference* Strategy 2009-2013, which cascades into the Learning and Teaching Plans of the Colleges and Schools.

Research and Research Training

The University's vision for research is to develop focused, relevant and world-class engaged research and is underpinned by a strategy of research concentration and selectivity to build its capacity and the sustainability of its research. This vision will be achieved by:

- increasing overall research intensity and performance
- achieving outstanding quality in research and scholarship
- enhancing and increasing the scope of our productive research groups
- developing effective research partnerships, and
- providing a rich and stimulating environment for research students

The University's strengths in humanities and social science research will be further consolidated and there will be significant growth in research activity in medicine, health, science and technology as well as growth and diversification of research and consultancy in business.

UWS will continue on its successful path of collaborative multidisciplinary teams focussing on research questions arising from the region, with much of that research having global relevance as the characteristics of our region and its challenges align closely with key global concerns of climate, economic and social issues.

Engagement

Engagement is an overarching priority and is an important mechanism for strengthening teaching, learning and research through the mutually beneficial exchange of knowledge with external partners. Engagement priority areas include:

- 1 improving educational attainment across GWS: to enhance literacy (language, finance, science, culture), improve children's futures (tutoring/mentoring, research), build Indigenous education, focus on science and maths
- 2 economic development: target small and medium enterprises, focus on financial literacy and sustainability, build strategic partnerships with business sectors
- 3 climate change/sustainability: strengthen literacy and skills of the public and business sectors, strengthen environmental education services in GWS
- 4 intercultural understanding: promote cultural harmony and dialogue in GWS, develop graduates as global citizens, focus on Indigenous graduate attributes

Academic Programs

The University has a dual focus on opportunity and excellence, with programs aimed at encouraging students who have a range of academic and life experiences to excel by:

- encouraging students to enrol in advanced degree programs and a range of courses which have high academic entry requirements such as medicine, law, advanced business, science, arts and other advanced programs across a range of degrees

- encouraging students to enrol in a wide range of university programs and to strive for excellence in undergraduate and post graduate study
- encouraging potential students who may have experienced social, educational or economic disadvantage to achieve success through alternative pathways to university and appropriate support – such as through UWS College diploma programs, Badanami alternative Indigenous student pathways, recognition of prior learning and articulation arrangements with TAFE.

Organisational Strength

After a decade of restructuring and integration of administration, services and academic units the University has a purposeful strategy to develop its organisational capacity and increase its financial position in support of the development and enhancement of the core activities of learning and teaching and research. As such the third plank of the *Making the Difference* strategy focuses on:

- a comprehensive all-of-institution staffing strategy – *Our People 2015*
- building robust international partnerships and enrolments
- the *Campus Development Strategy* which aims to leverage land holdings to increase income
- a robust rolling capital planning process in which educational briefs are developed to ensure propose works are consistent with the University’s overarching strategic priorities, and
- building productive relationships with alumni and sponsors through the Development Plan

International Framework 2009-2013

- A research led university serving the Western Sydney community at the beginning of the twenty-first century must be international in its scope and outlook. UWS students originate from more than 170 different national backgrounds. Nearly half of the Australian students are from non English-speaking backgrounds – the children of migrants to Australia. About ten percent of students are Muslims. Internationalisation at UWS seeks to build on this enormous cultural, linguistic religious and ethnic diversity.
- UWS has revisited its international activities: what it does, how it does it and the processes in place to ensure quality outcomes. It has begun to redefine its aspirations. UWS recognises that internationalisation is a process. It is part of the on-going core business of a university. An *International Framework 2009-2013* has been adopted as a pathway for the next five years. There are seven areas of focus, covering: curricula, research, institutional linkages, student mobility, on-shore students, off-shore programs and commercial opportunities. Each has quantitative and qualitative targets and strategies to achieve these goals. Over the five year period UWS will increase its on-shore international student numbers by 10% annually, will increase threefold the number of its students undertaking an overseas exchange program, will develop significant linkages in depth in Indonesia, Vietnam, China and the Middle East and will develop a small number of high quality offshore programs with partner universities.

The University’s plans for supporting its aspirations

The UWS “*Making the Difference Strategy 2009-13*” was developed after broad consultation and first approved by the UWS Board of Trustees in 2006. It captures the University’s strategic priorities over the coming five years, key emerging government priorities, rapid changes in the environment and existing strengths. This strategy is supported by:

- a range of University enabling plans including Learning and Teaching; Research; and Engagement
- a set of aligned Divisional Plans and College-specific plans

Within this strategy, the University has set key performance targets to be achieved by 2015 relating to: student retention, widening participation, international enrolments, research outcomes and postgraduate load. Each of the strategic imperatives is linked to action plans and projects led by senior executives with accountability for implementation and for delivering key outcomes. These projects are tracked and monitored by the Office of Planning and Quality (using a UWS purposes-built system commended by AUQA) and performance is reported in a systematic way to University Executive and Board of Trustees.

Teaching and Learning

The UWS *Learning and Teaching Plan (2009 -2011)* strategies and actions to create a superior learning and engaged learning experience include for 2010:

A focus on first year:

- improving retention
- coordinated and targeted strategies in the Colleges
- peer mentoring, identification and support of students at risk

Academic English Strategy

- support for international and local NESB students
- literacy development embedded across academic programs
- safety net supplemental programs for students with skills deficits

Cross Sector Partnerships

- high level governance links with NSW TAFE
- innovative joint course designs – ICT, retail
- UWS VET strategy under review
- collaborative projects anticipated to support low SES enrolment and completion

Mathematics strategy

- extended engineering degree for student with maths skills deficits
- maths hotline
- safety net program in Business – Maths Reasoning

Assessment Benchmarking

- benchmarking project planned with 3 university partners
- validity and reliability of final year assessment items - to be trialled in 3-4 disciplines in 2010
- will work in concert with ALTC standards project

Improving the assessed quality of learning and teaching to at least the sector average

- English proficiency, first year experience and Mathematics enrichment projects
- budget allocations for strategic learning and teaching development projects
- student accommodation developments to provide better on-campus experiences
- library enhancements and student precincts
- improving student : staff ratios, increasing the number of academic staff and reducing casualisation
- mid-career academic development program

Student load

UWS plans to:

- steadily increase the number of CGS commencing students by 2.5% each year from 2010 (around 200 EFTSL per year)
- build total student numbers (not FTE) from around 35,000 to 40,000 by 2015 and 50,000 by 2020
- gradually increase international students to be closer to the sector average (from 11% to 15% by 2015)
- double the number of higher degree by research students by 2015
- increase student numbers in the College of Health and Science (science, technology and engineering) by over 50% in the next 3 years, with major expansion sought for Parramatta campus from 150 commencing science related students, building to 450 commencing students

UWS College – foundation and pathways

- Subject to Government funding, UWS aims to have significant expansion of the successful UWS College model into 3 or 4 other locations. UWS College provides Foundation studies, Professional and English language programs. It also provides Diplomas which enable alternative pathways into UWS with direct entry in to the second year of university study for students who are successful in a comprehensive 12-18 month program in the College. Negotiations are at an advanced stage with key stakeholders to develop a UWS College facility at Lithgow. Other locations are under consideration.
- The aim is to build from the current Diploma program load of 250 EFSTL to 400 in 2010 and significant growth thereafter, if the facilities can be funded, on other campuses.

Widening Participation and Schools Engagement

- expand its successful schools engagement program and in particular the Fast Forward program to increase academic achievements and aspirations of Greater Western Sydney school students
- expand its engagement work with Indigenous school students and supportive programs such as mentoring for Indigenous UWS students
- explore opportunities for university partners to enable the expansion of UWS College
- provide effective support for students with a disability

Research and Research Training

The *UWS Research Framework (2009 -13)* identifies the following strategies to meet the identified 5 goals:

Staffing:

- create Research Lectureships with a one third teaching load to attract high performing early career researchers and enable them to establish a research career
- fund additional research staff in successful Research Centres and Research Groups
- recruit high quality research active staff not only into Centres and Groups but into academic positions generally

Support

- allocate funding for research infrastructure acquisition and maintenance to support research activity
- maintain and more sharply target the UWS system of internal grants - seed support for external grant opportunities, partnership grants, early career researchers, collaborations, 'near miss' ARC and NHMRC applications
- target funding for ARC LEIF (infrastructure), ARC Centres of Excellence (CoE) and CRC proposals as well as one-off partnerships with industry or government

Concentration

- create a small number of Institutes that draw together successful cognate research concentrations in order to add strength and intensity
- diversify the research base in targeted disciplines by supporting more research groups in areas of growing research activity
- foster research in Science, Engineering, Health and Medicine
- attract high performing research groups external to UWS in order to strengthen existing concentrations or open new research areas of strategic importance to UWS

Research Training

- Increase the number of UWS Research Scholarships in order to attract more and higher quality students.
- Increase the number of Honours Scholarships in order to improve the flow of UWS undergraduates into research programs.
- Increase UWS marketing of research activities in order to attract more international students with overseas scholarships.
- Support Indigenous research in order to increase Indigenous participation in research degree programs
- Provide state-of-the-art research facilities in order to attract high ability research students

SECTION TWO

Teaching and Learning

The Commonwealth Grant Scheme funding agreement of 2009-2011 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

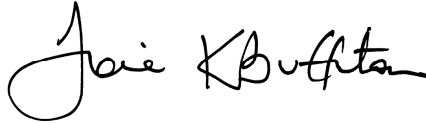
Signed on behalf of **The University of Western Sydney**



Signature

Name and Position: Rhonda Hawkins, Deputy Vice-Chancellor
(Corporate Strategy & Services)

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



Signature

Fiona Buffinton
Group Manager,
Higher Education Group

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



Signature

Jessie Borthwick
Head of Division
Research Division

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, relevant to their mission and profile.	52
Excellence in Research for Australia (ERA)	Funding will be provided for establishment of a framework for Excellence in Research for Australia (ERA).	36

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

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

