



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

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# **Interim Agreement for Mission-Based Compacts**

Between:

- University of South Australia
- The Australian Government

For the period:

1 January 2010 - 31 December 2010



University of  
South Australia

# SECTION ONE

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## Preamble

### Compacts

In 2010, the Australian Government and the University of South Australia (UniSA) 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.

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# University mission

## What the University is doing at present

UniSA's mission is to educate professionals and citizens to the highest standards, create and disseminate knowledge, and engage with our communities to address the major issues of our time. We believe that education is the foundation of both economic and social prosperity, and that access should be available to all regardless of background and circumstances. This commitment is embedded into the University's founding Act, which includes requirements to:

- meet the needs of industry, commerce, the professions or any other section of the community
- provide such tertiary education programmes as the University thinks appropriate to meet the needs of the Aboriginal people, and
- provide... tertiary education programmes... to meet the needs of groups within the community that... have suffered disadvantage in education.

The 2009 Australian Universities Quality Agency (AUQA) highlights UniSA's achievement against its aspirations:

UniSA has a strong sense of direction, is well-organised, effectively governed and managed and is tackling core issues through its focus on workforce reform. It seems well-placed, therefore, to deliver on its ambitious agenda. [*UniSA AUQA audit report, 2009*]

The strategy paper *New Horizons* provides a clear direction for the UniSA community to move forward and outlines concisely how a significant repositioning of the University might be secured. The paper focuses on building a strong research presence and embracing student-engaged learning whilst still maintaining UniSA's strong commitment to values of social justice, equity and engagement. These key priorities are reflected in the Corporate Plans 2008–2010 and 2009–2011. *New Horizons* enjoys widespread support and is favourably referred to by internal stakeholders, who praised it for its inclusivity and for the clarity of direction it offers. The Vice Chancellor, as the principal author of the paper, and other members of the Senior Management Group are actively engaged in interaction with academic and professional staff to advance the agenda that *New Horizons* presents. [*UniSA AUQA audit report, 2009*]

*New Horizons* is an aspirational future directions paper and the initial horizon is implicitly set to be a five year period... In the Panel's view the aspirations are ambitious but, if current levels of improvement are maintained, they remain eminently achievable. [*UniSA AUQA audit report, 2009*]

## Participation and access

UniSA is currently one of the sector's strongest performers in the areas of access and equity. Our track record of success includes:

- Already having exceeded the Government's 20% in 2020 target, with 23% of our students coming from a low socio-economic background in 2008
- Enrolling more students with a disability than any other Australian university
- Leading the development of the National Centre for Student Equity in Higher Education
- Making considerable investments in our Regional Engagement and Northern Area Partnerships (UNAP) programs
- Being part of the \$4M DEEWR-funded University Aspirations Project which commenced in 2009 and which furthers UniSA's efforts to raise educational aspirations, tertiary participation and social inclusion through the Centre for Participation and Engagement.

## Teaching and Learning - *Experience. The Difference*

UniSA's brand statement epitomises its distinctive approach to teaching and learning. Since 2007 the University has invested in *STEP 2010*, a teaching and learning framework that will ensure at least one third of all learning experiences at UniSA will involve experiential learning, whether practice-based, research-based or service learning. UniSA is now well advanced in this project with

experiential learning having been mapped into programs and courses in 2008 and implementation from 2009 onwards.

UniSA currently has two hubs and spokes agreements with the Australian National University (ANU), one in engineering and one in health. Both projects address national shortages in critical areas, while avoiding expensive duplication of effort and resources. UniSA and ANU already have a co-taught degree in medical science, with a particular focus on allowing low SES students from South Australia gain access to further study at ANU particularly where such options are not available in Adelaide.

To further foster the teaching-research nexus, UniSA and the ANU launched 20 summer research scholarships for high achiever undergraduates who want to explore and develop research careers. Students undertake eight weeks of supervised research with leading researchers at each institution.

As a means of focusing the University's commitment to its onshore teaching a staged reduction in transnational (TN) activities continues to be implemented. This undertaking will result in a decrease of TN student numbers from 8,500 to around 3,000 by 2012. The 2009 AUQA report commended UniSA on the quality of its TN Exit Strategy.

Over the last three years UniSA's commitment to quality teaching has been rewarded with 22 Australian Learning and Teaching Council (ALTC) citations for Outstanding Contributions to Student Learning and five staff received ALTC awards for Teaching Excellence. UniSA was awarded one of nine ALTC Teaching Fellowships in 2009.

In August, Dr Rosie Le Cornu was named the 2009 Australian Teacher Education Association's Pearson Education Teacher Educator of the Year. In November 2009, Associate Professor Mahfuz Aziz won the nation's highest honour for university teachers the Prime Minister's Teacher of the Year Award. More recently, Australasia's premier engineering education body awarded its top accolade, the Australasian Association for Engineering Education Teaching Excellence Award to Associate Professor Julie Mills.

## **Research and innovation**

Within the short life of the University, and in particular over the last decade, UniSA has made notable progress in building its research profile. The research income of UniSA increased by 138% in the period 2001-2007, well above the national and state growth of 115% and 79% respectively.

In 2008, UniSA's total research income from all Categories 1 to 5 was \$74M (source IAF 2009). Category 1 to 4 research income has doubled since 2004 with the University ranked 13<sup>th</sup> in recent HERDC funding. Research continues to grow rapidly as exemplified by the award of \$22M in new Category 1 research funding in 2009.

In the 2009 AUQA audit, the University received commendations for both its strategic and comprehensive approach to a research culture across all disciplines. These discipline strengths were identified as part of preparations for the RQF (2006-07) and subsequently for ERA. UniSA's existing and emerging research strengths are:

- Chemical Sciences
- Studies in Human Society
- Information, Computing and Communication
- Mathematical Sciences
- Education
- Engineering and Technology
- Health and Medical Research.

UniSA has six supported research institutes and 14 research centres which are aligned with areas of research strength and which generated 85% of the University's research income in 2008. The six research institutes include: the Ian Wark Research Institute, Institute for Telecommunications Research, Hawke Research Institute, Sansom Institute for Health Research, Institute for Sustainable Systems and Technologies and Ehrenberg-Bass Institute for Marketing Science.

## **What the University aspires to be**

UniSA aspires to be a leading contributor to Australia having the best higher education system in the world, supporting the world's best educated and most innovative, cohesive and sustainable society. Success in achieving this goal will be built from a foundation of:

- A high performance culture driven by staff who are proud and passionate about what they do
- An approach to teaching and learning that fosters innovative, flexible and industry-ready graduates who are equipped to make an impact in their chosen field
- Research excellence, that is able to make real and substantial contributions to addressing the issues of our time, and
- Instilling excellence as the hallmark of success.

UniSA's future ambitions build on its existing strengths and are articulated through existing projects and strategies. These are summarised under two broad themes below (teaching and learning and research).

### **Teaching and Learning – Increased participation, enhanced experiences, quality outcomes**

UniSA is well known for its contribution to extending the reach of higher education to under-represented groups in society. The University will continue this commitment to participation through extended outreach activities. It will be the institution known by students, employers and our communities as producing the best citizens and graduates in line with the productivity needs of the nation. It will do this by enhancing the experiences of its students, embedding experiential learning and encouraging best practice through systematic review of its performance against agreed targets.

UniSA's distinctive strategic approaches to teaching and learning will focus on:

- **Expanding the depth of its engagement with key groups in the community** including: primary and secondary schools particularly in areas under-represented in higher education articulation and supporting non-school leaver cohorts that have the potential to successfully enter university
- **Enhancing student experiences through the continued focus on embedding experiential learning into every program.** This aspiration integrates UniSA's Vision, Mission and Values, Teaching and Learning Framework and Graduate Qualities
- **Building the teaching-research nexus and rewarding our high achievers.** UniSA will continue to build on existing collaborative arrangements (like that with ANU) and other initiatives to encourage high performing students to go onto higher research or postgraduate coursework degrees
- **Enhancing the first year student experience** via an integrated approach using multiple, early intervention strategies to improve the retention and engagement of undergraduates
- **Further enhancing the quality of teaching by continuing to invest in professional development opportunities for our staff**
- **Enhancing student experiences through investment in infrastructure** thereby providing spaces that are conducive to productive learning. In this context professional education will move beyond the traditional classroom to simulated environments and 'smart' learning spaces
- **A commitment to quality and best practice** through continued engagement with external stakeholders, standards-based frameworks and performance monitoring using internally and externally referenced indicators to highlight improvement against targets.

## **Building Research Excellence and Innovation through Engagement**

UniSA aspires to help build a strong knowledge based economy and cohesive society through the advancement and transfer of knowledge, enabling innovation and the development of a skilled workforce.

The capacity of UniSA to contribute to the global research and innovation effort depends on:

- **Building the scale and focus required to ask significant research questions and deliver significant outputs.** UniSA aspires to increase its national competitive grant income by 30% in the next 3 years and be in the top 10 Universities in Australia in at least 5 key discipline areas by the 2012 ERA exercise
- **The recruitment and retention of research competitive academic staff and research trainees who are equipped to contribute to areas of existing or emerging research strength.** UniSA aspires to double the number of its externally funded Fellows and to increase the proportion of academic staff who meet the 'research active' criterion (UniSA Supported Researcher) to 50% in the next 3 years. UniSA will grow its total HDR load to 1000 EFTSL by 2015 and support the location of its HDR students in environments where they are supported by a critical mass of researchers, are stretched to address significant research questions and can witness high calibre research leadership in action
- **An international research profile.** UniSA aspires to develop at least 5 funded research collaborations with international 'Tier 1' partners and to have increased the proportion of international co-authored publications to 20% in the next 3 years
- **A commitment to engagement with end-users and to effective knowledge transfer.** UniSA will harness the Materials and Minerals Science Learning and Research Hub on the Mawson Lakes Campus to support the development of a Mawson Innovation Precinct. UniSA will also harness the support of its Research and Innovation Cluster Strategy to develop 'an engaged PhD' stream to support regional economic and innovation growth.

At a time when Australia ranks last in the OECD for research collaborations between industry and universities, UniSA recognises the need to reaffirm our research mission to deliver 'Excellence Plus'. Whilst we will continue to focus on building high quality, world class research concentrations, we will also ensure that our researchers engage and collaborate with end-users to build a stronger national innovation system.

## **The University's plans for supporting its aspirations**

Strategic priorities are supported by: the VC's strategic development fund, collaborative engagements (such as those with the ANU or in areas of research strength), UniSA's capital plan and Federal Government incentive-based funding such as the Higher Education Participation and Partnerships Program (HEPPP).

**In order to achieve its aspirations in teaching and learning** the University has adopted a multifaceted strategy that includes:

- The full implementation of the \$6M STEP 2010 *Student Engagement Project* that encapsulates the active learning concepts of the Teaching and Learning framework: i.e. practice based and service learning and exposure to research. These core concepts are centred around development of graduate qualities and enabled by flexible environments
- *Increasing access and participation* through the UNAP and the Centre for Participation and Engagement
- *Phased withdrawal from transnational teaching*
- An integrated strategy to retain and engage all students, with a *focus on the first year experience*. This includes plans to extend and enhance UniSA's peer mentoring, orientation and 'first six weeks' programs and a systemic approach to guidance and support on English language proficiency for all students

- Facilitating the expansion of opportunities in national priority disciplines through *strategic alliances* with other institutions (like that with ANU) and *building on current institutional strengths in teaching and learning and research*. UniSA will continue to develop initiatives to encourage high performing students to go onto higher degree research programs or postgraduate coursework degrees
- *Further enhancing teaching quality* through integrated strategies to support professional development activities for academic staff including: Graduate Certificate in Education (University Teaching) completion, internal training and peer mentoring
- *Development of a capital plan* to deliver 'smart learning spaces' and to enable expansion and reconfiguration of UniSA's campuses in line with participation and access goals. Current space constraints are a significant limitation on UniSA's ability to expand and increase participation (eg from rural students or students in the Northern metropolitan areas) and it would need Education Investment Fund (EIF) or equivalent funding sources to support these plans
- The planned *creation of new multi-disciplinary health clinics and simulation facilities* alleviating existing clinical placement constraints and providing immediate growth in health graduates in areas of national skills shortages
- Implementation of a \$10M *new online learning system* to provide flexible and cutting edge learning technologies.

**To achieve the University's aspirations in building research excellence and innovation through engagement the University will:**

- *Build the scale and focus required to ask significant research questions and deliver significant outputs*. UniSA will continue to build on its policy of supporting multidisciplinary research institutes and strong research centres through the implementation of ReNEW (the governance, strategic and operational framework for the University's new research concentration policy). We will also continue to support the development of competitive ARC and NHMRC grants through a range of development schemes for early and mid career research active staff. Our 'Publication Plus' strategy will provide tailored information for different disciplinary groups on the importance of publishing in high quality journals
- *Recruit and retain research competitive academic staff and research trainees who are equipped to contribute to areas of existing or emerging research strength*. UniSA will implement its workforce strategy to identify and recruit early and mid career research active academic staff, and ReNEW will be fully implemented in 2010. This will result in greater integration of the research mission of institutes and centres with school and division academic missions. A Framework of Cooperation between the director of each institute and the heads of partnering schools will allow school/division and institute/centre leaders to engage in joint recruitment of new academic staff. This will provide opportunities for joint supervision of HDR students creating an environment necessary for high-quality HDR training
- *Continue to up skill its staff through integrated career support, development programs and research leadership activities* to build on recent achievements that have seen 63% of UniSA's academic staff with a PhD qualification compared to 31% in 2002
- *Further develop an international research profile*. Internationalisation of research will be enhanced through the University-wide roll out of an 'Internationalisation Framework for Research and Research Education'. The Framework will promote the development of key research relationships between UniSA research concentrations and world class research groups, the delivery of first class research outputs from international collaborations, the recruitment of highly competitive research active academic staff from overseas and the development of an international research culture within UniSA

During 2010 a number of strategies associated with the Internationalisation Framework will be implemented, including the Distinguished Scholars Scheme which will bring outstanding

international researchers to the University for a program of workshops, seminars and Early Career Researcher (ECR) sessions and an ECR Travel Awards Program which will support ECRs travel to work with high calibre overseas research groups

- *Commit to engagement with end users and to effective knowledge transfer.* UniSA will harness the Materials and Minerals Science Learning and Research Hub on the Mawson Lakes Campus to support the development of a Mawson Innovation Precinct. UniSA will also harness the support of its Research and Innovation Cluster Strategy to develop 'an engaged PhD' stream to support regional economic and innovation growth

The University will continue to grow research capacity through new major national and state based partnerships, in areas including population and indigenous health, pharmaceutical and biomedical sciences, intercultural understandings, work and life, adaptation to climate change, marketing sciences, advanced manufacturing, materials and minerals science, space and defence science, sustainable technologies and mathematics.

### **Monitoring and measuring success**

UniSA will continue to invest in performance monitoring using internally and externally referenced indicators to highlight improvement against targets. The University has made a significant investment in its Business Intelligence environment and its systematic use of management reporting to support decision-making received a commendation in the 2009 AUQA report.

Continued benchmarking of UniSA against State, national and international performance measures is critical. External benchmarking is a formal requirement in both teaching and learning (eg Australian Graduate Survey, AUSSE, IELTS or other ELP references) and research (eg ReNEW, Publications Plus). Expansion of integrated data suites to support 2010 initiatives such as ERA and the Higher Education Performance Funding Indicator Framework will be a strategic priority to help UniSA: monitor performance, support quality outcomes and facilitate a culture of excellence.

## **SECTION TWO**

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### **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

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### 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 co-operatively 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 South Australia**

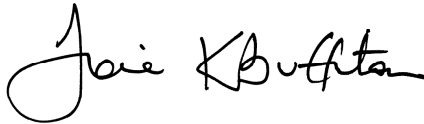


**PROFESSOR PETER HØJ  
VICE CHANCELLOR AND PRESIDENT  
UNIVERSITY OF SOUTH AUSTRALIA**

Signature

Name and position

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



**Fiona Buffinton  
Group Manager,  
Higher Education Group**

Signature

Name and position

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



**Jessie Borthwick  
Head of Division  
Research Division**

Signature

Name and position

## ATTACHMENT A

### Summary of budget initiatives

Initiative	Description	Funding 2009-10 to 2012-13 \$m
<p>Funding to support the low SES participation targets</p> <ul style="list-style-type: none"> <li>▪ Partnerships</li> <li>▪ Student loading</li> </ul>	<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"> <li>▪ Partnerships activities</li> <li>▪ Student loading</li> </ul> <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>	<p>108 325</p>
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
<b>Savings measures</b>		
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

