

Diversity and Structural Adjustment Fund: 2008 funding round

The following projects were successful in 2008.

Place-Based Education Pathways - Gladstone

Lead Organisation: Central Queensland University

Funding: \$991,000

This project developed as a result of listening to and acting on the needs of the region to provide solutions that aim to meet the demands of growth currently experienced and projected over the next two decades. A network of integrated education and training pathways will be established within an operation centre at the CQUniversity - Gladstone campus. A small staff of three qualified and experienced facilitators will work with the community and industry, local Registered Training Organisations and High Schools to address the needs of the labour market through a model that seeks to offer integrated learning and education from Grade 10 students through to employees via a flexible suite of programs offered across education organisations.

Place-Based Education Pathways - Mackay

Lead Organisation: Central Queensland University

Funding: \$991,000

This project developed as a result of listening to and acting on the needs of our region to provide solutions that aim to meet the demands of growth currently experienced and projected over the next two decades. A network of integrated education and training pathways will be established within an operation centre at the CQUniversity - Mackay campus. A small staff of three qualified and experienced facilitators will work with the community and industry, local Registered Training Organisations and High Schools to address the needs of the labour market through a model that seeks to offer integrated learning and education from Grade 10 students through to employees via a flexible suite of programs offered across education organisations.

Achieving Best Practice Flexible Provision At CDU

Lead Organisation: Charles Darwin University

Funding: \$2,867,000

The project will facilitate a step change for Charles Darwin University towards best practice flexible delivery with a marked enhancement of teaching and learning quality. Facilitated by a strong partnership with Blackboard Australia Pty Ltd, a new corporate flexible learning strategy and institutional quality improvement focus will be developed and implemented, learning technologies significantly upgraded and a new enterprise outcome tracking system piloted. Staff skills for flexible delivery will be upgraded and learning resources and approaches revised for major offerings by experts. In collaboration with the University of Western Sydney the engagement of equity group students in flexible learning will be investigated.

Building Capacity For Early Childhood Education

Lead Organisation: Charles Sturt University

Funding: \$2,108,000

In response to Commonwealth Government initiatives in early childhood education (ECE) and Indigenous affairs, CSU will build workforce capacity in ECE, particularly in inland and Indigenous Australia, through dual sector partnerships and collaborations with local communities. Project outcomes include new certificate/degree pathways and professional learning modules for qualified early childhood educators (including teachers) and child and family workers; a suite of online teaching and learning resources to be shared across the TAFE/University sector; and three (3) pilots of community-based ECE pathway and support programs with a particular emphasis on attracting, supporting and qualifying Indigenous Early Childhood (EC) educators.

Building Cultural Safety For Health Services

Lead Organisation: Curtin University of Technology

Funding: \$1,200,000

This project aims to develop cultural safety in the health workforce by producing health science graduates that are culturally competent, and increasing pathways for Indigenous Australians into a range of professional health careers through recruitment, retention and employment, tertiary and industry initiatives. Through established collaborations, a multi-faceted approach to Indigenous student recruitment, review and reform of curriculum and establishment of an expert reference group Curtin will promote diversity and reform in its approach to Health Science graduates who provide culturally safe health care.

Deakin At Your Doorstep

Lead Organisation: Deakin University

Funding: \$8,213,000

Deakin At Your Doorstep is an innovative program aimed at attracting under-represented people to higher education. A two year Associate Degree will be delivered through leading edge technology, providing an accessible pathway to higher education focusing on students in rural and regional areas who would not otherwise obtain a university place. Featuring flexible courses, effectively marketed and delivered through partnerships with TAFE, the program will benefit rural and regional students and meet the needs of regional employers. The program will provide a start for those wishing proceed to further university study and may be used by others to enhance their skills and, in so doing, provide a skilled workforce for regional Australia.

Strategic Initiatives To Address Teacher Shortages

Lead Organisation: Edith Cowan University

Funding: \$930,000

Edith Cowan University will address teacher shortages in WA through its new Graduate Diploma programs by attracting potential students into Teacher Education courses and retaining teacher professionals. The programs utilise a Residency Model to produce high quality teachers who are "school ready". The Model uses a combination of theory and practice, enabling student teachers to learn in a real school situation under the mentorship of excellent teachers. The project will encourage school placements in rural and hard to staff schools. The program provides opportunities to fast-track employment and opportunities for those with Vocational Educational and Training qualifications to enrol. The project is responsive to areas of need and allows students to assume paid teaching positions whilst training.

Australia's University For The Tropics

Lead Organisation: James Cook University

Funding: \$2,800,000

James Cook University has refreshed its Strategic Intent and re-asserted its original charter to focus on 'a brighter future for life in the tropics worldwide' through 'graduates and discoveries that make a difference'. Activities will be linked to the four themes of - 1. Tropical Ecosystems, Conservation and Climate Change; 2. Industries and Economies in the Tropics; 3. Peoples and Societies in the Tropics; 4. Tropical Health, Medicine and Bio-security. This project seeks to refresh JCU's entire curriculum to meet this challenge. The initiative will strengthen the position of the University as unique in Australia and a world leader in the tropics.

The Cairns Institute: Establishment Phase

Lead Organisation: James Cook University

Funding: \$5,184,000

Funding for this project will contribute to the establishment of the Cairns Institute. JCU will co-invest \$10.284m. The Cairns Institute will provide a regionally unique international institute for advanced studies in the social sciences and humanities, with the capacity to develop human potential and enhance the quality of life in Northern Australia, Asia and the near Pacific. It will undertake pure and applied research, professional consulting, policy development, education and training and tropical knowledge transfer, providing substantive expression of JCU's unique tropical vision and mission by mobilising, leveraging and extending its uniquely specialised knowledge of the socio-cultural, economic and educational fabric of the region.

Integrated Rural Health Workforce Development

Lead Organisation: La Trobe University

Funding: \$3,162,000

The development of the Northern Victorian School of Rural and Regional Health, centred at the regional campus in Bendigo, will enable La Trobe to specialise in the sustainable delivery of nursing and allied health programs to address the demand for health workers in the rural sector. The School will engage with the health sector across northern Victoria to develop a new clinical placement program to enhance the learning, experience and quality of graduates. The School will further develop links with other higher education providers in the region, such as the Monash University Medical School and the regional TAFEs, through sharing of resources and articulation of educational pathways. A new hub-and-spoke delivery model will be implemented.

Curriculum Based Participation & Engagement Model

Lead Organisation: Macquarie University

Funding: \$2,250,000

Macquarie University cites Participation and Engagement as key values informing the Macquarie student experience. This project develops these aspirations through various community partnerships and by integrating participation into the curriculum for academic credit in a structural reform process. The Global Futures Program, in partnership with Australian Volunteers International and other partners such as Red Cross, will develop service learning linkages at an institutional level, using established networks benefiting all Macquarie students and staff. Engagement will be with partners at a local, national & international level, meeting Macquarie's own social and professional community obligations in the spirit of building a culture of global civic responsibility.

Increasing Regional Student Participation

Lead Organisation: Monash University

Funding: \$1,701,000

This project will address regional skills shortages by increasing student participation in higher education. In a departure from standard practice, Monash will take the University to the schools and communities of Far East and South Gippsland, communities whose engagement with higher education is traditionally low. Maximising the participation of Indigenous students is a key priority. This project will increase student participation in maths and sciences and establish learning networks to support isolated maths and science teachers. Pathways that enable increased numbers of regional students to enter the rural Gippsland Medical School will be established. Project activities will benefit all Gippsland students, and have relevance nation-wide.

Addressing Labour Market And Regional Needs

Lead Organisation: Murdoch University

Funding: \$240,000

Western Australia's resources boom has exacerbated the shortage of skilled and professional workers. This is affecting business and restricting growth. Murdoch University has two regional campuses (Peel and Rockingham) in a region with a higher proportion of secondary school age students compared to the Perth metropolitan area and lower levels of tertiary education participation. Unemployment is also significantly higher. This project aims to better target the labour needs of local employers while simultaneously offering greater and sustainable tertiary education opportunities to local students and developing stronger links with industry, the community and other education providers.

Development Studies Professional Practicum

Lead Organisation: Murdoch University

Funding: \$390,000

Through an innovative 'hands-on' supervised internship with Indonesian community development organisations, the Development Studies Professional Practicum will produce high quality graduates with labour-market-ready experience to meet growing national and international employment demands for development skills. Including 18 universities, this project will be developed by the Australian Consortium for In-Country Indonesian Studies working with partner universities in Indonesia to enable students from any member university to undertake studies in Indonesia for credit at their home university. Participating universities will benefit from specialist program development and cost sharing, while students will enhance their learning by experiencing life in a developing country, participating in community development projects, learning another language and increasing their graduate employability skills.

Caboolture Region Healthcare Simulation Centre

Lead Organisation: Queensland University of Technology

Funding: \$230,000

This project is to locate an advanced patient simulator at the Caboolture campus of QUT for nursing students at university and the co-located TAFE. It will also be available as a training resource to healthcare organisations in Caboolture, Redcliffe, Pine Rivers and Kilcoy. A simulation suite is used for skill development and enhancement by providing a 'real life' environment for students and practitioners to learn and practise their healthcare clinical skills. Simulation suites have become an essential tool to assist in developing clinical ready graduates as well as in maintaining and developing the clinical skills of practitioners. This project will improve the learning environment and assist to improve healthcare delivery.

Social Inclusion (low-SES)-aspiration/philanthropy

Lead Organisation: Queensland University of Technology

Funding: \$1,154,000

This project aims to increase the number of low socioeconomic status (SES) background people studying at university through aspiration raising activities particularly targeted at adults who do not have recent experience of education or who did not complete high school. QUT and Griffith University will establish activities that draw adult learners from the northern and southern corridors of Brisbane into higher education. The second element of the project relates to using the alumni of QUT and Griffith Universities to support philanthropic activities for social inclusion purposes.

Teacher Education Done Differently

Lead Organisation: Queensland University of Technology

Funding: \$1,450,000

This project will integrate school-based learning into Queensland University of Technology's Bachelor of Education degree (offered at the Caboolture campus) and the Teacher's Aide diploma (offered by Brisbane North Institute of TAFE) as a way to better prepare graduates and meet the needs of state and national agendas. The main outcome of this project will be to increase the quality of graduates and better prepare them for the real world of the classroom through an innovative school-based teaching and learning experience. The secondary outcome will be to co-design a professional development program for existing teachers to better support and mentor students studying to be teachers and teacher aides.

Global Green Car Learning Clusters

Lead Organisation: RMIT University

Funding: \$441,000

The project will develop a model of university / industry collaboration to build capacity and innovation in the development of green car technologies, and establish learning clusters that bring together specialised and complementary knowledge to support an innovative and sustainable automotive industry. This project will identify and develop specialist, industry aligned automotive research and education capability in sustainable automotive technologies, address policy objectives to build a domestic green car industry and create new labour market opportunities for graduates.

Associate Degree In Engineering

Lead Organisation: Swinburne University of Technology

Funding: \$802,000

The proposal is for funding to develop a collaborative dual sector (TAFE/University) Associate Degree in Engineering to both address the on-going skill shortage in Engineering and to provide an improved pathway for less prepared and disadvantaged students to enter University. TAFE provides greater assisted study techniques with more contact time for the student and hence is more independent than school but more supportive than University. The proposed articulation pathway allows students to mature and consolidate their understanding before entering the independent learning environment of University or to exit into industry with an Associate Degree.

The Engineering 'Hubs And Spokes' Project

Lead Organisation: The Australian National University

Funding: \$3,800,000

There is a national shortage of engineers across all disciplines. Using the complementary strengths of the ANU and UniSA, greater choice of specialisations will be made available at each institution without replication of expensive resources. Key to this is a novel blended course delivery mode that allows students to stay at their home institution. This approach will be supported by a national engineering internship placement program that will facilitate links with industry and fast track graduates into initial career appointment. At the graduate level continuing professional development requirements will be addressed through a cross institutional Integrated Graduate Development Program meshed to industry needs.

The Health 'Hubs And Spokes' Project

Lead Organisation: The Australian National University

Funding: \$3,200,000

This project will boost health workforce capacity through educational 'hubs and spokes' arrangements between ANU and UniSA in medical, science and allied health disciplines, and the formation of innovative student learning teams undertaking shared practical placements focused on regional and remote Australia. The health 'hubs and spokes' project will enable ANU students to gain access to UniSA allied health areas, UniSA students to switch into ANU's science and medical science programs, and students from both institutions to access new and jointly developed programs in population health and epidemiology, without the need for expensive duplication of courses.

Enhancing Engineering Choices For S.A. Students

Lead Organisation: The Flinders University of South Australia

Funding: \$340,000

In a new partnership, Flinders University and the University of South Australia have established formal programs that allow students to complete awards not offered in their region of Adelaide. Students will be able to complete the first two years of civil or mechanical engineering at Bedford Park (Flinders) or biomedical or robotic engineering at Mawson Lakes (University of South Australia). This project will fund equipment needed to enable both providers to ensure that the strategic collaboration delivers the best possible educational outcomes in these high graduate demand areas without disadvantage, while ensuring the high-cost specialised equipment/facilities used in the final two years of the award are not duplicated.

Southern Knowledge Transfer Partnerships Program

Lead Organisation: The Flinders University of South Australia

Funding: \$3,254,000

Flinders University seeks to realign its course and community engagement structures and capabilities via the establishment of a Southern Knowledge Transfer Partnerships Program (SKTP). The SKTP would involve a two-way partnership with Adelaide's southern region, itself currently undergoing major structural reform due to industry closure, to promote: 1. innovation and redevelopment in Flinders curriculum through specialist courses focussing on areas of regional workforce need and generalist degrees, to improve the skills of graduates to better meet the needs of industry; 2. the enhancement of the capabilities of the labour force, the sharing and embedding of knowledge and innovation in the southern community.

Underpinning The Precision Greentech Revolution

Lead Organisation: The University of Adelaide

Funding: \$580,000

Concerns about climate change, habitat quality decline and reductions in water yields are leading to the rapid growth in markets for accurate, low cost environmental monitoring, linked to emissions trading, precision food production, and vastly improved water resource management. This project will deliver postgraduate training to science and engineering graduates in the development and commercialisation of environmental monitoring technologies and services. The University of Adelaide will work with state and local government, and industry associations to deliver structured industry placements, a new Masters Program and PhD scholarships with industry partners.

A New Generation: The Clinical Teaching Model

Lead Organisation: The University of Melbourne

Funding: \$7,960,000

This project aims to lift the quality of teachers and reform the profession of teaching, improving outcomes for students at all levels of education, particularly in literacy and numeracy. The Master of Teaching introduces a clinical teaching model and a substantially revised curriculum designed to deliver a 'new generation' teaching workforce. It develops skills in evidence based teaching with data driven decisions about student learning, allowing theory to be taught in the context of practice, and for classroom teaching experience to be articulated and sequenced with theory. Teaching Fellows and Clinical Specialists are crucial elements of this initiative, linking theory to classroom practice and the University to Partnership Schools.

The Community Clinical School Model

Lead Organisations: The University of Melbourne

Funding: \$6,566,000

This project creates two university clinical schools in the outer suburban crescent of Melbourne that runs from Werribee in the west to Bundoora in the north. These new clinical schools will immerse student doctors, nurses, physiotherapists, social workers and other health professionals from three universities within the communities to prepare them for future practice. As the healthcare system refocusses on disease prevention, health promotion and the management of chronic illness within the community, this model supplements traditional hospital-based education with a more community based approach to health. It will be a powerful demonstration project for other universities that wish to train tomorrow's health professionals today.

Providing Languages Other Than English In Brisbane

Lead Organisation: The University of Queensland

Funding: \$2,271,000

This project will diversify and strengthen the teaching of selected Languages other than English at The University of Queensland in collaboration with the Queensland University of Technology and Griffith University. Through an agreement with Griffith and QUT to diversify, the University of Queensland will ensure the sustainability in Brisbane of the for-award tertiary study of Indonesian, Korean, German, and French, by becoming sole provider to students at all three universities. Enrolments will be enhanced by each of the Universities promoting the study of languages other than English. This would include the use of a web portal, advising prospective students of study opportunities in these and other Languages other than English at all three universities, with learning and teaching overall enhanced through on-line learning linked to this portal.

Graduate School of the Brain & Mind Sciences

Lead Organisation: The University of Sydney

Funding: \$2,365,000

The Establishment of a Graduate School in Brain & Mind Clinical, Translational and Basic Sciences will provide an internationally unique academic environment. Postgraduate students will engage with the collaborative model of clinical and basic research, patient support, public advocacy and the use of cutting edge technologies that are in place at the Brain & Mind Research Institute. Students will learn alongside leading researchers and expert clinicians, as well as the broad range of patients and families who are affected. The Graduate School will provide focused training so that the next generation of science, medical and other health workforces will respond much more appropriately to this national priority.

Increasing Student Diversity In Higher Education

Lead Organisation: The University of Sydney

Funding: \$3,549,000

This project aims to increase the access and aspiration of pre-tertiary students from low SES backgrounds to participate in higher education through a sustained partnership between the University of Sydney and four local secondary schools and their 12 partner primary schools. Targeting lower levels of attainment, educational aspiration and school completion, a series of outreach, mentoring and professional development activities will build aspiration and attainment within the identified school communities. Expected outcomes include an increase in secondary school retention and attainment, higher education access and aspiration and teacher.

Aspire UWA

Lead Organisation: The University of Western Australia

Funding: \$2,456,000

Through Aspire UWA, The University of Western Australia will engage with educational and community organisations in the Pilbara region and with schools and communities in Outer Metropolitan Perth to implement a program of engagement and coordinated support initiatives designed to raise aspirations for tertiary education in communities typically under-represented in higher education. Aspire UWA facilitates social inclusion through aspiration-raising activities designed to enhance the educational achievements of Indigenous, refugee and low socio-economic status students from regions traditionally under-represented in higher education.

Entry Pathways To Enhance Regional Participation

Lead Organisation: University of Canberra

Funding: \$800,000

The project aims to enhance higher education participation and learning outcomes for regional students with low SES backgrounds. The project will pilot the 'pathways' admission model developed in the University that guarantees admission and appropriate learning support to all prospective students in regional centres. It will investigate the benefits and costs of pathway admissions through University of Canberra College, Illawarra Institute, or through the establishment of stand-alone University Centres—with local government, business and community support. The pilot will be undertaken in six towns: Bega; Cooma; Goulburn; Moruya; Ulladulla; and Yass, towns with high concentrations of age 15 -24 population cohort.

Work Integrated Learning: A Collaborative Model

Lead Organisation: University of Canberra

Funding: \$830,000

This project will develop a strategic and best-practice approach to Work Integrated Learning (WIL) at the University of Canberra (UC) to ensure that students graduate with all-round professional competence to stand out as the 'preferred graduate' for employment. The project will also address the skills shortage in the ACT, region and nation. New challenges are facing the higher education sector including the need for more accessibility, flexibility, adaptability and responsiveness to enable the varied needs of industry to be met more effectively. WIL has become a significant part of this new learning landscape and is changing the way courses are conceptualised, designed and delivered so graduates are fit for a 21st century workforce.

Dehub: Innovation In Distance Learning

Lead Organisation: University of New England

Funding: \$3,544,000

DEHub will provide leadership in developing and implementing models for distance education across the Australian tertiary sector. It will engage in national and global collaborations on evidence-based approaches to new teaching technologies. Following overseas examples, DEHub will build capacity across the sector. It will promote innovative modes of teaching and learning that strengthen the capacity of regional universities (the University of New England, the University of Southern Queensland, Central Queensland University and Charles Sturt University) to meet the demands of their distance education students, and that assist rural communities to enhance their economic and social sustainability. UNE will act as a clearinghouse of knowledge generation and transfer for the benefit of the sector.

ASPIRE

Lead Organisation: University of New South Wales

Funding: \$339,000

ASPIRE is a social inclusion initiative which works in partnership with schools to introduce the idea of higher education to students who might have thought that university was not for them. The project sets out to truly encourage students of all socioeconomic backgrounds, focusing particularly on students from low socio-economic backgrounds, to consider higher education as an option; actively generating their interest in higher education and supporting their aspirations. The project will facilitate social inclusion through aspiration raising activities particularly with underrepresented groups and support student skill development through community engagement.

Agreement For Reciprocal Credit (ARC)

Lead Organisation: University of Newcastle

Funding: \$210,000

The project will build on an existing dual sector activity involving the University of Newcastle, TAFE NSW - Hunter Institute, North Coast and New England Institutes to further develop credit transfer relationships, thereby promoting structural reform by recognising and formally describing the educational milestones achieved during the progress of a University degree or TAFE qualification. At present, students who may be part way through a degree program are not eligible to claim a qualification that may enhance their employment prospects. The project will identify and promote exit points within degree programs that will enable students to gain a VET sector qualification while proceeding to degree completion, or taking a break from University study.

Closing The Gap: Developing An Inclusion Framework

Lead Organisation: University of South Australia

Funding: \$3,969,000

This project will work with schools in the disadvantaged metropolitan area of northern Adelaide to raise educational aspirations, tertiary participation and social inclusion through development of an integrated early-intervention model that can be embedded into curricula which directly engages and empowers parents and students. UniSA will work with local schools to implement individualised intervention programs, beginning in middle school (year 6) and continuing through to senior school (year 12). A range of community organisations will be strongly involved, supporting training and projects for parents and career counselling for students. UniSA students will undertake experiential learning as mentors, role models and ICT facilitators to develop student skills through early exposure to university. The project will provide a sustainable inclusion framework of integrated early intervention for more general application in disadvantaged areas to close the gap in educational participation and achievement.

Student Employability Skills & Community Service

Lead Organisation: University of South Australia

Funding: \$1,922,000

The University of South Australia, through Universities Australia and in partnership with more than 30 leading Australian corporations, will assist all partner universities to enhance student employability skills by developing and delivering community service projects. Assistance from the Diversity and Structural Adjustment Fund will enable all Australian universities to either establish or enhance the development of their own local application of the Students in Free Enterprise model of community empowerment through student social entrepreneurship. Over three years, a sector-wide cohort of students will develop across all disciplines and institutions, regionally and nationally, linked to the international student body in 44 countries.

Integrated Articulation And Credit Transfer

Lead Organisation: University of Southern Queensland

Funding: \$1,594,000

The project responds to identified national priorities through development of an improved, cross-sectoral workforce educational model responsive to both industry, regional and individual needs for skills and knowledge. Integrated, articulation pathways enable rapid response by VET and higher education sectors to address skill shortages in trades, professional areas and emerging industries. The project will provide all stakeholders in education and industry with the infrastructure required for cross-sectoral, design and delivery of industry relevant education and training to support articulation between sectors. The project facilitates innovation of education product design and delivery for mutual benefit.

Australian National Network In Marine Science

Lead Organisation: University of Tasmania

Funding: \$3,430,000

Through a partnership with the aims of strengthening Australia's national and international profile in marine science and demonstrating value added benefits through collaborative teaching and research, the Universities of Tasmania and Western Australia and James Cook University will develop cooperative approach in delivering training and research in marine science. This approach will use resources and expertise more effectively and will enhance teaching and research training performance. Cross-fertilisation of ideas as a result of collaboration will open new avenues for the delivery of training and research. The partnership will enhance the institutions' ability to meet the challenges presented by growing marine-based industries and the threat of climate change impacts. Moreover it will enhance both the national and international profile of marine science.

Integrated Tasmanian Creative Arts Education

Lead Organisation: University of Tasmania

Funding: \$2,520,000

This project proposal seeks to reform, integrate and co-locate creative arts education in southern Tasmania, encompassing TAFE and Higher Education programs with links to Year 11 and 12 programs as a core element of the Hobart waterfront cultural precinct. The concept complements the Tasmanian Government's education reform policy, Tasmania Tomorrow, and lays the foundation for a cross-sector and state-wide 'Institute for the Creative Arts'. A nationally significant model, the project will articulate integrated learning pathways replacing the current fragmented structure – better reflecting the creative arts industry, increasingly characterised by life-long learning, interdisciplinary practice and rapid development of new technologies.

Primary Industry Centre For Science Education

Lead Organisation: University of Tasmania

Funding: \$3,601,000

The Primary Industry Centre for Science Education (PICSE) will be established as a national model of collaboration between the Federal Government, universities, regional primary industries, national R&D Corporations, national agribusiness, regional research institutes, local community organisations, schools and State Government Departments. This integrated strategy will deliver science class activities, teachers' professional development, teaching resources, student camps and student industry placement programs, all building strong and sustainable relationships with local scientists in primary industries, hence attracting students into tertiary science and increasing the number of skilled professionals in science-based primary industries.

Unlocking Talent: The New Regional Campus

Lead Organisation: University of Tasmania

Funding: \$2,000,000

This project will establish a new model for regional campus governance that delivers 1) increased university participation and 2) innovative new forms of knowledge generation to build regional competitive advantage. It will bring demand-driven, collaborative, accessible and regionally relevant approaches to learning, teaching and research from the margins to integrate them into university processes, restructuring a regional campus from peripheral satellite to regional innovation catalyst. Building on the highly effective groundwork of the UTAS Cradle Coast campus' Institute for Regional Development in a disadvantaged region, this project is an opportunity to realise the untapped innovative potential of regional campuses.

National Support For Laboratory Resource Sharing

Lead Organisation: University of Technology, Sydney

Funding: \$2,120,000

Traditional engineering laboratories require students to be physically present in order to interact with equipment, limiting both student flexibility and sharing of facilities. This project leverages current work on remote laboratories, that can be accessed across the internet, to support sharing of laboratories across geographically-dispersed institutions. Key outcomes will include the identification of laboratories that are suited to these technologies and development of both a supporting technical architecture and operational models that encourage cross-institutional collaboration and sharing. The result will be large cost reductions, sharing of expertise, improved lab quality, and greater access to a wider range of quality laboratories.

Power Engineering Centres Of Excellence

Lead Organisation: University of Technology, Sydney

Funding: \$325,000

To provide access to students across Australia, including regional universities, to world class power engineering education and learning by drawing on the expertise/specialised skills at a rationalised group of individual universities with appropriate critical mass of power engineering capability. This project seeks to develop world class power engineering curriculum which will attract students to consider a career in the energy sector whose research estimates that 1500 to 2000 new graduates are needed over the next 5 years, with the current number of graduates approximately 50 percent of this. By using the specialised expertise of a number of universities across Australia to develop curriculum with industry experts input this will attract and retain students to power engineering and meet both the student demand (for high quality, industry relevant, challenging learning) and energy industry employers demand for industry ready power engineers (to meet significant industry infrastructure programs).

Embedding An Indigenous Graduate Attribute

Lead Organisation: University of Western Sydney

Funding: \$900,000

The project develops and implements a learning and teaching framework to enable UWS graduates to appreciate the culture of Indigenous Australia and gain skills for working productively with Indigenous communities. This will be a mandatory component of all courses - an Indigenous Graduate Attribute. Learning outcomes cover communication, social, cultural, leadership and partnership skills, which will assist graduates working, and interacting with Indigenous Australians, a substantial number of whom live in the region served by UWS. Flow-on benefits include recognition of Indigenous knowledge in teaching and research programs and improved support and outcomes for the University's Indigenous students from staff and other students.

Parramatta Community Justice Centre

Lead Organisation: University of Western Sydney

Funding: \$448,000

Parramatta Community Justice Centre (PCJC) will:

- serve the needs of Greater Western Sydney (GWS) by providing free legal advice to disadvantaged people;
- serve the needs of employers by providing graduates who are work ready and encouraging them to remain in GWS; and
- serve the needs of UWS students through a guaranteed clinical placement for every final year law student, numbering 220 per annum.

A hallmark of PCJC is the collaboration with its foundation partners, among which is the NSW Attorney General and Parramatta City Council. PCJC will be an exemplar partnership between university, government and industry to provide a sustainable law centre serving the community and encouraging solicitors to give back to their community.

UWS Nirimba - Creating A New Student Experience

Lead Organisation: University of Western Sydney

Funding: \$5,700,000

The UWS Nirimba Campus is an exceptional opportunity for the University of Western Sydney to reinvent the delivery of first year programs in areas of workforce shortage. Smaller class sizes, a longer academic calendar, and new pedagogic approaches to learning and teaching will deliver improved retention rates and wider participation from communities in Western Sydney.

Networked Solution To Educational Workforce Needs

Lead Organisation: University of Wollongong

Funding: \$3,347,000

The project aims to have a variety of Diplomas of Education (Primary, Secondary, and Early Childhood) available to run in the network of Centres on the NSW South Coast according to changing needs in the regional educational workforce. Using Bega as the Hub the programs will be delivered at Bega, Batemans Bay and the Shoalhaven. It is anticipated that investment in technology will be an important part of the solution to offering a viable, educationally sound and cost effective program. Alternative methods for delivering multi-campus programs across the University sector will be investigated with a view to establishing a model that will be a model for best practice.

National Work Integrated Learning Portal

Lead Organisation: Victoria University

Funding: \$402,000

The National Work Integrated Learning Portal will link industry, community and professions with the Higher Education and Vocational Education sector via web-based technologies to increase work integrated learning opportunities for students. Ease of communicating opportunities and growth of the work-integrated learning community of practice will be facilitated by this streamlined portal interface. With 33 universities involved and facilitated by the Australian Collaborative Education Network, the portal will provide a national doorway for industry and community into universities, provide resources and professional development activities to stakeholders and links for international placements.