Mission-Based Compact

Between:

The Commonwealth of Australia

and

University of the Sunshine Coast
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¹ There will be an Attachment C only where the University provides commercially sensitive material. The published version of a Compact will indicate the existence or otherwise of an Attachment C (University Confidential Information) but will not include the content.
Date

This Compact is made on 16 November 2011

between

The Commonwealth of Australia (Commonwealth) represented by and acting through both:

The Minister for Tertiary Education, Skills, Jobs and Workplace Relations
Assisted by the Department of Education, Employment and Workplace Relations (DEEWR)
ABN 63 578 775 294
Of
50 Marcus Clarke Street
Canberra ACT 2601

And

The Minister for Innovation, Industry, Science and Research
Assisted by the Department of Innovation, Industry, Science and Research (DIISR)
ABN 74 599 608 295
Of
Industry House
10 Binara Street
Canberra ACT 2601

And

University of the Sunshine Coast
ABN 28 441 859 157
A body corporate under the University of the Sunshine Coast Act 1998
Of
90 Sippy Downs Drive
SIPPY DOWNS QLD 4556
(University)
CONTEXT

A. The Purpose and Effect of this Compact

This Compact is an agreement between the Commonwealth and the University. It demonstrates that the Commonwealth and the University have a shared and mutual commitment to provide students with high quality educational experiences and outcomes and to building research and innovation capabilities and international competitiveness.

The Compact recognises that the University is an autonomous institution with a distinctive mission, operating within a state or territory, national and international higher education environment.

The purpose of this Compact is to provide a strategic framework for the relationship between the Commonwealth and the University. It sets out how the University’s Mission aligns with the Commonwealth’s goals for higher education, research, research training and innovation, and includes information on funding provided by the Commonwealth to the University.

Section 4 and Attachment D of this Compact together constitute the funding agreement, for the purpose of section 30-25 of the Higher Education Support Act 2003 (HESA), for the grant of teaching and learning Performance Funding to the University. Similarly, Attachment E of this Compact contains the funding agreement, for the purpose of section 30-25 of HESA, for the provision of other Commonwealth Grant Scheme funding to the University.

This Compact also refers to funding provided under DIISR’s Collaborative Research Networks (CRN) funding program. Any funding provided under that program is not made under HESA and is separate to, but made within the framework of, this Compact.

In addition, this Compact refers to a range of other funding that is provided by DIISR and DEEWR to the University under various legislative and/or contractual funding arrangements. The details of relevant DEEWR funding arrangements are set out in Attachment A and the details of relevant DIISR funding arrangements are set out in Attachment B.

By detailing Commonwealth funding commitments and reciprocal University commitments, this Compact also contributes to creating a transparent and accountable system of administration of Commonwealth funding. To support this purpose, the Commonwealth and the University agree that this Compact will be published on Commonwealth websites and may be published on the University website.
B. The Principles of Commonwealth Funding Support

The principles under which Commonwealth 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.

C. The Commonwealth’s ambitions for Higher Education and Innovation


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 Commonwealth’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; and

- being amongst the leading Organisation for Economic Co-operation and Development (OECD) countries in terms of participation and performance.

The higher education system also plays a crucial role in supporting innovation. The Commonwealth’s policy statement, *Powering Ideas - An Innovation Agenda for the 21st Century* [http://innovation.gov.au](http://innovation.gov.au) is designed to build innovation skills, support research to create new knowledge, increase business innovation and boost collaboration.

For higher education research, research training and innovation, the Commonwealth’s ambitions include:

- progressively increasing the number of research groups performing at world-class levels;
- boosting research collaboration by Australian universities;
- significantly increasing the number of students completing higher degrees by research over the next decade; and
- building an innovation system that promotes economic growth and well being by promoting linkages between Australian businesses, universities and publicly-funded research agencies.

**D. Structure of this Compact**

Part One provides for the establishment of the Compact, its Term and the purpose of the University’s Mission. Part One also contains the University’s Mission Statement. Part One also provides for the Commonwealth to inform the University of any actual or prospective changes to policy and for the University to inform the Commonwealth of any actual or prospective changes to its Mission and for each to consult the other about the possible effects of these changes.

Part Two provides for matters related to teaching and learning, which are matters administered by DEEWR.

Part Three provides for matters related to research, research training and innovation, which are matters administered by DIISR.

Part Four provides for review of the Compact.

Part Five provides for operational issues, including the general matters which the two Departments will administer jointly, liaison between the Departments and the University, privacy, confidentiality and information sharing, addresses for notices and how the Compact may be varied and how it may be terminated. This Part also includes the Dictionary.

The Attachments A to E form part of this Compact and are referenced and explained in the relevant Parts of this Compact.
PART ONE

1. ESTABLISHMENT OF THE COMPACT

The Commonwealth and the University agree:

1.1. This Compact consists of Parts One to Five and any Attachments.

1.2. The term of this Compact is from 1 January 2011 until 31 December 2013, unless terminated earlier in accordance with clause 10.7.

1.3. In agreeing to this Compact for and on behalf of the Commonwealth each of the Ministers is acting only to the extent of that Minister’s powers and functions under any Commonwealth law, including under the terms of any relevant Appropriation.

1.4. The University acknowledges that a policy underlying some or all of this Compact may be subject to review by the Commonwealth from time to time. The Commonwealth and the University agree that if the Commonwealth considers that it may need to change the Compact because of such a review, the Commonwealth will notify the University of this in writing and will consult with the University accordingly.

1.5. Some or all of the funding arrangements set out in Attachments A and B may be updated by DEEWR and DIISR from time to time. The Commonwealth will notify the University of any such updates.

1.6. Either party may propose changes to this Compact at any time. Except for any changes pursuant to clause 1.5 above, clause 10.5 will apply to any variation proposed by either party to the Compact.

2. THE UNIVERSITY’S MISSION

2.1. The purpose of the University’s Mission

2.1.1. The University’s Mission sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Commonwealth and the University recognise that the University's Mission may evolve.

2.1.2. The University and the Commonwealth recognise that the University is an autonomous institution which is responsible for the determination of its Mission and for its aspirations and strategies for their achievement.

2.2. The University’s Mission statement

The University of the Sunshine Coast’s mission has recently been refreshed. This mission, embodied in the new Strategic Plan 2011-2015, remains true to the University’s history and location, but also reflects the aspirations of a new leadership team and a new phase of development of the institution. In its first 15 years, USC has had a major impact on its region, but now is focused on achieving national significance. The mission retains strong emphases on the quality of learning and teaching, and community engagement. Key new elements of the mission include commitments to almost doubling enrolments in the next five years, enlarging
USC’s footprint as the main university hub for the area from Brisbane to Hervey Bay, and developing selected areas of world class research. In pursuing this mission, USC is poised to lift higher education participation, particularly among less represented groups, in an enlarged region, much of which has lacked real access to university education.

The fifteen years from 1996 to 2010 represented the establishment period for the university. During the early years it built the Sippy Downs campus, drew on the experience of other universities to create its institutional structures and functions, and commenced with general undergraduate programs in the humanities, sciences and business. In a second wave of development from 2004, USC committed strongly to professional and paraprofessional programs, and focused on engaging with the local region, providing access to higher education and seeking to catalyse regional development. It also initiated research, research training and innovation in collaboration with regional and national organisations.

By the time the inaugural Vice-Chancellor, Professor Paul Thomas AM, retired at the end of 2010, USC had proven its viability, created an enviable master-planned campus and grown to nearly 8,000 students (13 percent from overseas) and 600 staff. It had an annual budget of $120 million, achieved consistently high ratings for teaching quality, and gained national and international recognition for niche areas of research. Through the development of the Innovation Centre, with its business incubator and accelerator, the University had deepened its connections with the regional community and economy.

USC’s context and development is unique in the Australian higher education sector. It has many of the characteristics of both a regional and an outer-metropolitan institution. It is situated in the centre of the Sunshine Coast Regional Council area and is extending its reach into other regional local government areas to the north (Gympie and Fraser Coast), but unlike most other regional universities, is growing rapidly. On the other hand, it draws increasing numbers of students from Somerset, Morton Bay and Brisbane local government areas, and is only an hour from Brisbane and an international airport. It is in an area of high population growth and accelerating urbanisation, but has to deal with the limitations of a thin and immature economy, and poor infrastructure and public transport. It is inhibited by the higher costs of doing business that are typical of areas outside the metropolitan area. It is deemed to be regional for some Commonwealth programs, but, using Australian Bureau of Statistics categories, the Sunshine Coast has recently been classified a major city in the review of regional loadings.

Key features of USC’s performance in this context demonstrate its vigour as an organisation and its orientation as a university in the Australian higher education sector. In its 15 years of operation USC has helped to lift the higher education participation rate on the Sunshine Coast from 1.7 to 2.7 percent of the population (15 years +), similar to the rate in Brisbane. This includes a participation rate of low SES students running at approximately 20%. Over this same period, USC has lifted its capture rates for Sunshine Coast students from 40% to almost 50%, while all other Queensland universities have either lost market share on the Sunshine Coast, or at best remained constant. The proportion of Sunshine Coast students going to interstate universities has also remained static during this time. All of this, along with an average annual growth rate of 10%, evidences a University that has understood its context and made strategic moves that are well aligned with its core markets.

As USC continues to expand its footprint beyond the Sunshine Coast, it is developing programs in areas with much higher proportions of low SES, indigenous and other disadvantaged families, where almost all of the schools are declared disadvantaged and school completion rates, as well as higher education participation rates, and very low. While this obviously presents
challenges and will drive up the costs of doing business, especially compared with the delivery cost structures of the larger, more established metropolitan universities, USC sees it as valuable work aligned with its mission for which it is well equipped and already has a good track record. And it will enable USC to grow and achieve economies of scale faster than if it remained focused solely on its original Sunshine Coast region. The alternative, which would involve growing more slowly due to population growth and gradual attraction of students from beyond the Sunshine Coast, and all the time becoming more exclusive in its entry policies due to space and program constraints, would represent a change of mission that the institution does not want to make.

USC’s strategic response to its operating environment, including higher education policy and funding priorities, and the regional context, is to approach the next five years with four key priorities. These relate to opening up access to higher education for new populations, striving to create the conditions for high standards and success for all students, ascending the rankings in research performance, and ensuring USC is a robust and connected institution into the future. These priorities are expressed as (i) enable access to the USC experience; (ii) deliver quality teaching, learning and graduate outcomes; (iii) build research productivity and output significantly; and (iv) develop USC for a sustainable future.

Before explaining the key strategies that are designed to realise USC’s mission over the next period, it is essential to elaborate on the concept of “the USC experience” because it is central to all of these priorities. USC believes it offers a higher education experience distinguished by a range of features. The USC experience comprises a combination of environmental, education and research, and social characteristics. These include its sub-tropical coastal location north of Brisbane, the qualities of both the natural and built environment, and the full university experience available on a busy campus. In addition, USC provides a face-to-face education that is research based and includes technology enhanced learning and teaching as well as contemporary learning spaces. It offers excellent access to highly qualified staff, opportunities for community, workplace and international experiences, and approaches to the design and delivery of programs aimed at success for all students. For research students in particular, the USC experience offers opportunities to contribute to productive research groups addressing significant research problems relevant to the region and with application to the wider world. It also involves being part of partnerships with the best researchers working on these research problems in Australia. In combination with positive academic and social support services, this learning and teaching environment consistently produces strong ratings for the quality of teaching and high levels of student satisfaction. In these ways USC enables students to experience the best of both worlds: a world class higher education while enjoying the amenity of an attractive regional environment, which for most is also their home environment.

The USC experience also applies to staff. In addition to the intrinsic rewards of helping to create a successful higher education experience, often for students who would otherwise not have the opportunity to extend their education, USC staff also enjoy a very attractive physical and professional environment. In teaching, research and engagement, and administration, all USC staff are able to express their commitment and creativity in shaping the future of the institution. At USC the capacity to make a lasting contribution to achieving the institutional mission is greater because foundational steps are still being taken. Complementing this, USC continues to make significant strategic investments in the professional development of its staff. USC provides very good access to programs, time and resources for its staff in order to accelerate the advancement of staff capability and job satisfaction. This enables USC to enhance institutional performance and increase its contribution to the quality of Australian higher education. All of this means that in their daily work lives USC staff have the opportunity
to capitalise on the best of the traditional university experience while also contributing to the development of a modern institution.

Returning to the four strategic priorities of the next five years, *enabling access to the USC experience* entails recruiting and supporting a diverse student population, developing a vibrant and healthy University community and identity, engaging with the regional community through educational, cultural, creative, economic and recreational activities, and extending learning opportunities throughout the wider region. Key strategies include development of student pathways, transition initiatives, and support for student progression; development of student-centred approaches, technology enhanced learning, flexible learning spaces, and access to enriched learning experiences, such as international opportunities; developing cultural and sporting life and facilities on the campus for students, alumni, staff and the community; and increasing engagement with the region and partners, including overseas universities, through significant joint projects.

*Delivering high quality teaching, learning and graduate outcomes* involves embedding academic excellence in all teaching and learning activities, supporting diverse learning and teaching styles to maximise student participation and success, offering innovative programs, in particular through strategic partnerships, and producing graduates with knowledge, skills, and attributes to succeed in a rapidly changing world. Key strategies include strategic recruitment, professional development, promotion and reward of staff, program innovation, and student enrichment programs; major new investment in blended learning capacity, inclusive curriculum design (including an emphasis on Indigenous perspectives), and more coordinated student social and academic support; development of combined program offerings with partner universities and TAFEs, and engagement of industry, business and the community in program delivery; and gaining external recognition for the quality of programs and anticipating workplace developments in provision, design and delivery of programs.

*Building research productivity and output significantly* means strengthening research capability, developing research groups in disciplinary and cross-disciplinary areas, focusing research on regionally relevant and strategic areas, and leveraging research outputs to enable productive partnerships. Key strategies include developing institutional and research infrastructure, developing research leadership and the research workforce, and strengthening higher degree research programs; supporting productive existing research centres and developing at least one new centre in a proven area of research strength in the health area, and strengthening strategic research partnerships with other universities and research agencies; continue to build research, research training and innovation around significant research problems relevant to the region and with application to the wider world; and actively pursuing engagement with CRCs and similar state and national research initiatives.

*Developing USC for a sustainable future* includes enabling staff to manage change and contribute to achievement of the mission, investing in and continuously improving information management systems, business processes, and workforce planning, advancing the University through key strategic partnerships, and maximising opportunities to develop well designed, technology-rich, sustainable University sites. Key strategies include investment in development of staff capability, strategic development of a workforce closely aligned to institutional strategy, leadership development, and maintenance of competitive employment conditions; expansion of ICT capacity, renewal of key institutional systems, and extended data management and its application to decision-making processes; systematic approaches to developing partnerships to advance core activities, and development of collaborative capabilities; and extending the University’s footprint through strategic partnerships, advancing flexible delivery capacity, and
maintaining USC's commitment to environmental sustainability.

USC's vision is for it to be recognised nationally and internationally for excellence in teaching, research and engagement while remaining relevant to its region. The mission as described above will enable it to realise this vision. The coming period in the University’s development is focused on achieving critical mass and the economies of scale that will allow it to invest in quality improvement in teaching, research and engagement, and thereby attract the significant external resources that can sustain a more substantial profile, performance and culture. It is hoped that this Mission-based Compact will represent a major milestone in collaboration between USC and the Commonwealth in enhancing the quantity and quality of higher education in Australia, and in particular, in the coast and hinterland area that includes the local government regions of the Sunshine Coast, Gympie, Fraser Coast, Moreton Bay, and Somerset.

The key performance measures of the Strategic Plan 2011-2015 are:

Access and Engagement
- 12,000 students by 2015
- Low SES participation

Learning and Teaching
- Student satisfaction
- Graduate outcomes

Research Output
- Research grant income
- Weighted publications
- Higher degree by research candidate load
- Higher degree by research candidate proportion in selected areas of research strength

Sustainable Future
- Employment cost as a percentage of total revenue
- Operating margin
- Capital improvement: proportion of total income invested from operating funds
- Staff opinion survey outcomes
- Increase in load across multiple sites
- Energy efficiency rating
- System sustainability

2.3. Changes to the University's Mission

2.3.1. The Commonwealth acknowledges that the University may adjust its mission from time to time. The University agrees that it will give the Commonwealth notice in writing in advance of:

a. any significant changes that it proposes to make to the Mission during the term of the Compact; or
b. any significant changes that it intends to make to its activities that could affect either or both of the content and the practical application of its Mission.

2.3.2. If the Commonwealth receives notice from the University under clause 2.3.1 and considers that the proposed changes would require a change to this Compact, the Commonwealth will notify the University of this in writing and will consult with the University accordingly.
PART TWO

The Minister for Tertiary Education, Skills, Jobs and Workplace Relations, with assistance from DEEWR, has Commonwealth responsibility for the matters set out in this Part Two of the Compact.

3. TEACHING AND LEARNING

3.1. Quality

Quality: Commonwealth objectives

3.1.1. A focus on teaching and learning quality underpins the Commonwealth’s vision for Australia to be one of the most highly educated and skilled nations in the world.

3.1.2. A focus on quality is an essential element of a system where funding is driven by student choice, and is essential for ensuring that the Commonwealth’s participation and social inclusion ambitions are achieved without a risk to quality.

3.1.3. The Commonwealth has made a commitment to provide more autonomy to universities through the removal of funding caps on Commonwealth supported places. In turn, the Commonwealth expects the University to participate in new higher education quality arrangements which will be overseen by the Tertiary Education Quality and Standards Agency. The new arrangements are designed to support academic autonomy while ensuring that the achievement of minimum standards can be demonstrated and that there is a strong focus on enhancing the quality of teaching and learning while expansion of the higher education system meets national participation ambitions.

3.1.4. The University also has obligations under the quality and accountability requirements in Division 19 of HESA. This Compact does not change those obligations.

Quality: University strategies

USC has developed a solid reputation for the quality of its teaching and learning. This has been its key focus for most of its existence. The development of mainly undergraduate programs, designed and delivered to provide a high standard of education for a predominantly local population, with appropriate systems and support, took precedence over research for at least the ten years up to 2005. USC’s achievements in learning and teaching have been recognised and rewarded at an impressive level over the past five to six years. On top of very good results from the Course Experience Questionnaire, particularly in relation to the good teaching, generic skills and overall satisfaction scales, the performance of USC staff in ALTC programs has been creditable. USC staff have also made significant contributions to the higher education sector through their participation in various national bodies. The audit conducted by AUQA in 2006 commended the University for many aspects of the quality of its learning and teaching. USC has a very good record in learning and teaching, especially relative to its age and size, which it intends to maintain and develop as it continues to grow and mature.

Plans for development of the quality of learning and teaching over the next period cluster around three key themes. These may be characterised as more flexible approaches to learning
and teaching, more strategic student and staff support, and greater development of academic leadership.

More Flexible Approaches to Learning and Teaching

As USC expands its footprint into areas to its north, east and south, including the development of a major new site at Gympie, and work with government to develop innovative transport solutions to improve access to the Sippy Downs campus from the south and east, more flexible approaches to learning and teaching will become the norm. This is not just a matter of convenience for students who work as well as study, travel some distance to the campus, and participate in classes at Gympie or other sites away from the Sippy Downs campus. These matters are of consequence and must be properly attended to, but there are more compelling reasons for more flexible approaches.

USC has strong evidence from student surveys, focus groups and student liaison structures that students typically want opportunities for face-to-face learning interactions with staff and other students, and they want the full technology enhanced learning experience as well. And they need a fully wireless campus with flexible formal and informal learning spaces to match. When the need to make use of small screen technologies and simulated learning environments are added to the mix, approaches to the design and delivery of programs that blend face-to-face learning and teaching with flexible, technology enhanced learning, are a necessity not just an option. As USC continues to make the adjustments to better serve a bigger catchment, the quality of its learning and teaching will depend upon a transformation in the way it designs and delivers its programs.

There are risks associated with this change. Key among these are the potential stress and dislocation of the change, the capacity of institutional systems and processes, the quality of leadership and management, levels of student learning skills, and the capability of staff to teach a diverse student population with a wide range of preferred learning styles. The University faces challenges in maintaining morale through the change process, making the required investments in infrastructure, improving student retention and success, and generally improving educational quality at the same time as widening access.

To underpin this transformation USC is moving to make major investments in the development of blended learning and teaching and use of simulated learning environments. It is also involved in curriculum renewal and a major graduate attributes project. In addition, USC continues to develop new programs and is expanding its preparation, bridging and transition programs.

The existing e-learning project (eLEAP) is in the process of becoming a permanent unit within the Office of Learning and Teaching, which reports directly to the Deputy Vice-Chancellor. The project has provided coordination for faculty efforts to increase technology enhanced learning. In particular, it has conducted a fellowship program designed to enable early adopters to extend their capabilities and create e-learning exemplars in higher profile programs and courses. It has also supported the migration to blended learning and teaching for strategic programs involving larger numbers of students and staff. All of this has been accompanied by systematic approaches to professional development and training, with a focus on academic leadership so faculties gain enhanced capability for extending their engagement in e-learning. Two other important elements of the project have been development of a specialist facility to demonstrate ways of using more flexible learning spaces, and the parallel implementation of a research project designed to collect and analyse data for both institutional and academic purposes.
As the e-learning project evolves into a unit within the Office of Learning and Teaching it is gearing up to lead new institutional investments in system capability and simulated learning environments. The group is currently coordinating the upgrade of the learning management system and associated applications, including its greater integration into the student system and other key processes. This change, along with plans for an ambitious expansion of simulated learning capacity and capability, demands significant upgrading of key components of USC’s ICT systems. The Office of Learning and Teaching will work with the Deputy Vice-Chancellor and the Pro Vice-Chancellor (Corporate Services) to plan and implement this infrastructure project.

Enhancing the quality of learning and teaching is the main driver of USC’s concerted approach to developing all of these elements of blended learning. The intended institutional outcomes are fine-tuned structures better equipped for the new environment, new infrastructure and system capacity, and significant advances in staff capability. The student outcomes will be improved access, greater flexibility in the ways they can learn, better attainment of key graduate attributes, significantly enhanced work integrated learning opportunities, including through access to simulated learning environments, and more engaging learning experiences.

More Strategic Student and Staff Support

It is acknowledged above that USC’s next phase of development of learning and teaching carries attendant risks, including risks related to student learning skills and staff teaching skills. In order to maximise the success of this quality improvement venture and ensure that students and staff are sustained through the process and into the future, USC is planning to create a learning hub in the centre of the campus. Depending on the outcome of USC’s submission under the Structural Adjustment Fund, it will also build a complementary learning hub on its new major site at Gympie.

The learning hub at Sippy Downs will be a multi-faceted entity involving interconnections between new facilities and equipment; expanded e-learning systems and connectivity; new curriculum design and pedagogies; new forms of academic support for students and staff; and social support for students; and new levels of outreach and student pathways. All of these are intended to be achieved through co-located and more coordinated service provision from a range of cost centres that are currently in separate buildings providing discrete services. These support areas include:

- the Office of Learning and Teaching, including the e-learning unit, Student Services, the Buranga Centre (Indigenous support), the School Liaison Team, and the Student Pathways Office.

The point of co-locating all of these academic support areas is to create the conditions for greater collaboration in the design and delivery of support programs and services. To achieve and embed changed learning and teaching practices, and the learning and teaching capabilities required to sustain high quality and standards, these support services need not only to be enhanced themselves, but also to provide a more seamless developmental experience for students and staff. This institutional change process leading to new approaches to learning and teaching needs to be buttressed by highly effective academic and social support for students, and academic support for staff.

A relatively high proportion of USC’s students are from atypical backgrounds and their success at university depends heavily on the qualities of the social and educational environment they experience. Through the learning hub, student experiences conducive to strong affiliation and
engagement will be developed, not as reactions to problems, but pro-actively through the
design of USC’s social and educational environments. Support staff with expertise in curriculum
design and pedagogies, e-learning, academic development, student wellbeing and student
learning practices, including those with particular knowledge of the needs of Indigenous
students, and students with disabilities, will collaborate with each other, and with academic staff,
to plan and implement inclusive programs and courses. Co-location of the support services in
the learning hub, and a new remit for proactive and collaborative service provision, combined
with a team approach to curriculum development, will create the conditions for the sorts of
transformations of program design and delivery, including integrated student and staff support,
which will increase student satisfaction, success and outcomes.

Greater Development of Academic Leadership

This new phase in the development of learning and teaching at USC demands high levels of
academic leadership. USC has recently appointed a new Vice-Chancellor, new Deputy Vice-
Chancellor and inaugural Pro Vice-Chancellor (Research). This new leadership team has
already acted to set the new agenda that is evident in this document and has initiated an
academic restructure designed, among other things, to increase USC’s academic leadership
capacity.

Additional new academic leadership will be introduced into USC in the near future in the form of
executive deans to lead two enlarged faculties. Further, three new leadership positions in each
faculty will provide more specific academic leadership. These are associate deans for learning
and teaching, research and research training, and international and engagement.

USC’s current academic restructure will result in the creation of some new schools and
modifications to existing school structures within consolidated faculties. This will place new
emphasis on the academic leadership role of heads of schools.

Beyond this, USC has already refurbished all of its key academic policies in ways that have
made explicit the central role of program leaders in the academic management and leadership
of learning and teaching in the University.

These four levels of distributed academic leadership, working in close cooperation with a new
University Executive, will have a major impact on the development of the quality of learning and
teaching. They will be the leaders of the transformation described above.

These leaders will be supported in performing their roles. Human Resources has recently
restructured its internal operations and created a new unit that is focused on organisation
development and professional development. It will play a vital part in ensuring the academic
restructure is successful, including the processes of staff up-skilling, a role it will execute in
close collaboration with the Office of Learning and Teaching. The key task over the next few
years for this unit and the Office of Learning and Teaching, however, is to develop and
implement a more systematic approach to the development of academic leaders, particularly
associate deans and program leaders. These units are working with other parts of the
University to prepare a range of new leadership development programs, including an action
learning program for new leaders and managers, a senior leadership program, a visiting fellows
program, various leadership and management projects, and strategic use of external
opportunities, such as those offered by the LH Martin Institute.

This approach to development of the quality of learning and teaching is embedded in USC’s
new Strategic Plan 2011-2015. This Plan includes key performance indicators, progress against which is the subject of regular reporting to the University Council. Through this compact USC is also committed to full participation in the developing national learning and teaching performance measurement processes, including using these in quality development initiatives.

USC has well-established academic governance and management structures, systems and processes that provide a sound foundation for the quality and standards of its programs and teaching. The Academic Board and its standing committees are very active and effective, peer review is embedded in program development processes, and assessment moderation practices are maturing. USC has also been implementing formal external review processes for faculties, schools and programs for some time. This also applies to the academic and other support cost centres. This platform, the University's intense experience in designing and delivering high standard programs as it has established itself over the past 15 years, the expansion and experience of the executive leadership team, and the anticipated rapid growth and the associated new investments that it will afford, mean that USC is approaching this new phase in its development with great confidence.

The key performance measures for teaching quality are:

**Access and Engagement**
- ATSI participation
- Number of international students increase from base
- Participation in Work Integrated Learning program
- Number of student enrolled from within and outside Sunshine Coast region
- Student satisfaction: top quartile
- Number of first preference enrolments

**Learning and Teaching**
- Student retention
- Student feedback on teaching and courses
- CEQ good teaching scale
- CEQ generic skills scale

### 3.2. Equity

**Equity: Commonwealth objectives**

3.2.1. The Commonwealth is committed to a fair and equitable higher education system that provides equal opportunity for people of all backgrounds to participate to their full potential and the support to do so.

3.2.2. In particular, the Commonwealth has an ambition that by 2020, 20 per cent of higher education enrolments at the undergraduate level will be people from low socio-economic status (SES) backgrounds.

3.2.3. The Commonwealth is also committed to enhancing participation and outcomes for Aboriginal and Torres Strait Islander people in higher education.
3.2.4. The Commonwealth funds a range of programs to encourage and support access to and participation in higher education by people from low SES backgrounds, Aboriginal and Torres Strait Islander people and other under-represented groups, including the Higher Education Loan Program and Student Income Support.

3.2.5. The Commonwealth expects all universities to play a part in meeting the Commonwealth’s higher education participation ambitions, consistent with the objectives and regulatory requirements of specific equity programs and income support measures.

3.2.6. The Commonwealth will monitor the University’s equity performance through the existing reporting requirements attached to individual programs. The University’s performance in meeting equity objectives will also be linked with teaching and learning Performance Funding targets, as specified in the table under paragraph 4.14 of this Compact.

3.2.7. Universities have obligations under the fairness requirements in Division 19 of HESA. This Compact does not change those obligations.

**Equity: University strategies**

Currently approximately 20% of USC’s students are from low SES backgrounds, including about 2% Indigenous students. An increasing number of USC’s students are drawn from areas to its north, east and south, taking in the region from north of Brisbane to Hervey Bay. USC has been developing student outreach programs in these areas for some time and has made a structural adjustment submission to the Commonwealth for infrastructure support to take these to a new level. If supported through the Structural Adjustment Fund (SAF), USC will develop a new major site at the Wide Bay Institute of TAFE campus at Gympie and commence delivering higher education programs in the local area. Under USC’s SAF submission, this initiative would be supported by a learning hub at Sippy Downs that would significantly increase USC’s capacity in blended learning and the coordinated support of students and academic staff (see More Flexible Approaches to Learning and Teaching above).

USC plans to drive much of its expansion to 12,000 students by 2015 with rapid growth in student enrolments from a wider region. All of the local government areas in this wider region contain populations with higher levels of socio-economic disadvantage than the Sunshine Coast. In addition, they have higher Indigenous populations than the Sunshine Coast. This is illustrated in the following tables:
### Table 1: Socio-Economic Index of Disadvantage by LGA, 2006

<table>
<thead>
<tr>
<th>LGA Region</th>
<th>Quintile 1 (most disadvantaged)</th>
<th>Quintile 2</th>
<th>Quintile 3</th>
<th>Quintile 4</th>
<th>Quintile 5 (less disadvantaged)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraser Coast</td>
<td>48.9%</td>
<td>33.1%</td>
<td>8.2%</td>
<td>7.1%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Gympie</td>
<td>46.6%</td>
<td>35.1%</td>
<td>11.8%</td>
<td>6.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Moreton Bay</td>
<td>22.9%</td>
<td>18.2%</td>
<td>18.1%</td>
<td>16.9%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Somerset</td>
<td>36.8%</td>
<td>32.0%</td>
<td>31.2%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sunshine Coast</td>
<td>11.2%</td>
<td>24.8%</td>
<td>27.7%</td>
<td>21.8%</td>
<td>14.6%</td>
</tr>
<tr>
<td>USC Catchment TOTAL</td>
<td>23.1%</td>
<td>23.6%</td>
<td>20.5%</td>
<td>16.6%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Queensland</td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

### Table 2: Indigenous Population as a Percentage of Total Population by LGA 2000-2009

<table>
<thead>
<tr>
<th>% of Indigenous to ALL Population</th>
<th>% of Estimated Resident Population 2000 - 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Fraser Coast</td>
<td>%</td>
</tr>
<tr>
<td>Gympie</td>
<td>%</td>
</tr>
<tr>
<td>Moreton Bay</td>
<td>%</td>
</tr>
<tr>
<td>Somerset</td>
<td>%</td>
</tr>
<tr>
<td>Sunshine Coast</td>
<td>%</td>
</tr>
<tr>
<td>USC Catchment TOTAL</td>
<td>%</td>
</tr>
<tr>
<td>Queensland</td>
<td>%</td>
</tr>
</tbody>
</table>

In this context, USC will continue to invest in its current range of equity initiatives and plan for the introduction of new strategies. These reflect USC’s commitment to enhancing student access and success through the ways it designs and develops its core activities. Key existing and planned strategies include:

**Student Access, Pathways and Transition**

This involves various forms of outreach to the community, provision of multiple pathways into higher education and implementation of strategies designed to support the transition to university. Key student access, pathways and transition strategies include coordination with secondary staff advising students about post-school options; provision of clear and accessible information about university programs and career outcomes, and about credit and articulation arrangements; development of special student pathways and articulation arrangements with particular TAFE partners; delivery of special programs in schools, such as extension programs in strategic areas; engagement of school students and teachers in first year university programs; provision of the Tertiary Preparation Pathway; and a range of interventions designed to encourage early student engagement in their learning, and early detection and provision of assistance to students having difficulty with their studies.
The most important proposed outreach and access project is the establishment of a new major USC site on the WBIT campus at Gympie. This is intended to enable the delivery of selected higher education programs and provide a base from which to significantly expand USC’s connections with schools, TAFE and the community in the Gympie and Fraser Coast regions. Described more fully above, the Gympie Learning Hub would provide similar learning and social support to local students, mostly from low SES backgrounds, ensuring their newfound access to higher education would translate into a successful experience culminating in graduation and much improved employment prospects.

**Program Provision**

This involves the development of the University’s program profile in ways that provide pathways to employment in regionally relevant professions and industries. As indicated at The University’s Mission above, USC has deliberately made a major move into professional and para-professional programs that are appealing to students, provide jobs for graduates, help retain graduates in employment in the region, and contribute to local economic development. These programs, and others of a more general nature, such as arts, science and business, are intended to ensure university education is perceived by the community to be relevant, within reach of students from all sections of the population, and deliver socially progressive graduate outcomes. As USC moves into its next phase of growth it will continue to apply these combined quality and equity principles to the development of new programs (see the Student Enrolment section below).

**Program and Course Design**

USC is moving to introduce a system of universal design for learning and teaching. This is embedded in top level plans. This involves starting the curriculum design process with a strong awareness of the diversity of students and their learning needs, and ensuring the presentation of content, learning and assessment activities, and learning environments are organised in ways that, as far as possible, cater to all students regardless of background. This inclusive approach has been shown to be more effective than attempting to “compensate” for “disadvantaged” learners, and seems to enhance the learning experience for all students, including those who traditionally succeed at university. Key strategies related to inclusive curriculum include increased support for curriculum design and development; development of the role of program leaders, including a stronger focus on student advising and enhanced management of programs regarding the balance of learning and assessment tasks, student workload and attention to graduate attributes; and increased provision of professional development for teaching staff related to pedagogical addressing diverse student learning approaches.

**Student and Staff Support**

The Learning Hub at Sippy Downs will bring together staff of the Office of Learning and Teaching, including the e-learning unit, Student Services, the Buranga Centre, the school liaison team from Marketing and Communications, and the Student Pathways Officer. Co-location of these academic support areas will create the conditions for greater collaboration in the design and delivery of support programs and services. This will provide a more seamless developmental experience for students and staff, ensuring all students have improved opportunities to be engaged with their programs, receive timely and effective support, and progress to completion. Key strategies related to more coordinated student and staff support include appointment of an overall coordination and leadership team; review of existing programs and activities with a view to a more integrated approach; adoption of more multidisciplinary approaches; development of more strategies designed to minimise student disengagement; and
increased provision of professional development related to the design and delivery of student learning support.

Student Participation
This involves creating and supporting opportunities for students to participate in the academic and social life of the University. Key strategies involve student leadership initiatives; student involvement in advising and decision-making forums and formal committees; development of positive social activities, including clubs and societies; provision of special places for various cultural and religious activities and observances; provision of dedicated study areas, tutorial assistance programs and social rooms; engagement in specialised programs and projects such as the Ally Project, Active Minds, projects to address student financial hardship, and various mentoring and community partnership projects; provision of specialised career advice; delivery of cross-cultural awareness programs for staff and students; and ensuring the campus is user friendly for all students.

3.3. Infrastructure

Infrastructure: Commonwealth objectives

3.3.1. The Commonwealth is committed to the development of world class higher education infrastructure. A contemporary, technology rich, well designed and equipped campus environment has a positive influence on staff and student performance and satisfaction.

3.3.2. While the responsibility for capital infrastructure development and maintenance rests with the University, the Commonwealth's commitment is demonstrated through programs such as the Education Investment Fund. Universities also utilise Commonwealth Grant Scheme funding for capital works.

3.3.3. The Commonwealth anticipates that the University will focus not only on developing new University-owned and operated buildings but also on optimising the use of existing facilities, refurbishing and adequately maintaining existing infrastructure, investing in e-learning and other information and communications technologies (ICT), and utilising space owned by, or shared with, other education providers.

3.3.4. The Commonwealth will monitor the University's infrastructure programs, and their alignment with the Commonwealth's infrastructure objectives, through the Institutional Performance Portfolio Information Collection.

Infrastructure: University strategies

USC is on a trajectory to be recognised locally, nationally and internationally for excellence in learning, teaching and engagement. To realise its aspirations its learning and teaching, research and general infrastructure need to be of the highest order. The development of the University to date exemplifies these values. The Sippy Downs campus embodies high standards of architecture and design, functionality and sustainability. It is also part of a planned community that seeks to integrate the fabric of the University into the development of the Sippy
Downs Township and the wider locality. This includes the combining of education, research and commercialisation, residential, retail and recreational facilities. As the University continues to grow it helps to drive the development of the Sippy Downs area and the region as a whole.

USC's infrastructure policy involves a strong commitment to the development of the Sippy Downs campus to serve the Sunshine Coast region and areas to the north, east and south that are within realistic travelling distances. This may be complemented by provision of learning centres where it is strategic to do so, but these will be developed in conjunction with partners and will occupy existing premises, as is the case at the Noosa learning centre. Depending on the outcome of USC's submission under the Structural Adjustment Fund, it will also build a major new site at Gympie. This site would enable local provision of some programs and provide a base from which to extend provision to the north.

An infrastructure priority for USC is development of the Sippy Downs campus. The present and urgent infrastructure needs at Sippy Downs are for facilities to accommodate both quality enhancements in teaching and research, and the rapid growth in numbers of students and staff. Specifically, USC needs to develop:

The Sippy Downs Learning Hub
This facility is described above under the heading More Strategic Student and Staff Support. This building and its contents, including extensive development of simulated learning environments, is the subject of USC's Structural Adjustment Fund submission and is required for USC to fulfil the aspirations of its new Strategic Plan. The learning hub is a $32m construction for which $24m is sought from the Commonwealth. USC plans to contribute $6m, and Sunshine Coast Institute of TAFE, for whom the learning hub would accommodate its Enrolled Nursing programs, plans to contribute $2m.

The Gympie Learning Hub
This facility is also mentioned above under the heading More Strategic Student and Staff Support, and at the top of this section, indicating that it also is the subject of USC's Structural Adjustment Fund submission. It would be a $6m construction, for which $4m is sought from the Commonwealth and $2m of which would be contributed by USC. If supported by the Commonwealth, the Gympie Learning Hub would enable USC to deliver selected programs at Gympie and facilitate outreach to communities currently under-represented in higher education.

The Building H Complex
Building H is an existing Science complex that is adjacent to Building I, which was USC's original Science building. Over the next two years USC plans to construct H1 and H+ to extend this complex. H1 will accommodate new teaching and research spaces, and enough academic and professional staff spaces to accommodate the nucleus of a whole school. H+ will comprise a large, modern PC2 laboratory and flexible teaching and research spaces. H1 and H+ represent a $12m investment of USC's own resources in the advancement of its teaching, research and engagement effort, which are necessary to accommodate growth and development. In particular, they will enable development of an effective and efficient nursing, midwifery and biomedical precinct on this part of the campus, adjacent to the proposed SAF Learning Hub. This nursing, midwifery and biomedical precinct will link to the Skills, Academic and Research Centre (SARC) within the new Sunshine Coast University Hospital (see below).

Engineering
In collaboration with the University of Southern Queensland (USQ), USC has introduced civil engineering and plans, also in partnership with USQ, to introduce other areas of engineering in
the near future. USC has invested just under half a million dollars in new engineering laboratories, and has received approximately $5m in support from the Commonwealth for these facilities. The context for engineering at USC is very strong and it is expected that engineering will become a flagship area. This involves ensuring the teaching is exemplary from the outset and that deliberate steps are taken to generate world class research. To achieve this, not only will the University make strategic appointments in engineering, but will also require state of the art teaching and research infrastructure. The University now has a sound base from which to develop these facilities and plans to create highly functional, amenable, sustainable and integrated learning and teaching, research and social spaces for students and staff. At the heart of these facilities needs to be a capacity and capability for supplying both the profession, and the national innovation system, with high quality graduates, R&D, and new researchers.

**e-Learning Systems**
USC’s new top level plan for institutional sustainability (see The University’s Mission above) commits the University to new investment in and improvement of its key systems. Central to this is development of new capacity commensurate with the learning and teaching transformation described above. Other major new investments in this area include upgrading of the learning management system, student feedback system and graduate statement. This will amount to a significant investment in the period to 2015.

**The Aquatic Centre**
The developing Aquatic Centre is a teaching and research resource as well as a community facility. The first stage is construction of a 50 metre, 10 lane Olympic pool and the second stage involves development of a specialist hydrotherapy rehabilitation facility. As well as underpinning key community engagement activities in the local education precinct, this infrastructure is central to development of strategic undergraduate and postgraduate programs, and the emergence of research in the health area. This investment will amount to $4m in the period to 2015.

**Innovative Transport Solutions**
The rapid growth of USC has exacerbated parking problems on the campus and consistent with its commitment to a green campus, USC is loath to simply build more car parks. While a level of ongoing investment in car parking is inevitable, the institution is prioritising public transport and bicycle solutions. A bus interchange has been developed on the campus, bicycle paths and end-of-trip facilities are being constructed, and a U-bus scheme (subsidy) is being trialled. In addition, major initiatives involving collaboration between the University and state and local government are required. These are needed not only for the Sunshine Coast, but neighbouring local government areas, particularly Morton Bay and Somerset, as USC expands its footprint. This investment will amount to $5m in the period to 2015.

**The Skills, Academic and Research Centre**
The new Sunshine Coast University Hospital will include a $60m facility that will be known as the Skills, Academic and Research Centre (SARC). This is a joint venture between USC, the University of Queensland, and Queensland Health designed to accommodate teaching and research activities in medical, allied health and related areas, within the new hospital. The costs of the fit out and operation of the SARC are to be met by the partners. USC will be investing in some shared laboratories, and a range of spaces and equipment for its own use. The SARC is planned to commence in the hospital when it opens in 2016, but the partners are preparing to commence shared pre-SARC activities at the Nambour Hospital and at USC’s Sippy Downs campus from 2013. At Sippy Downs, SARC activities will be included in the proposed health precinct (see above).
Other Research Facilities
Thus far USC has developed research infrastructure as it has created learning and teaching facilities. Most laboratories and other such assets are shared between teaching and research programs, leading to some inefficiencies and tensions. Dedicated space for higher degree by research students is provided within faculties and research groups and centres, and is complemented by excellent space and resources in the Graduate Centre. This accommodates and provides developmental programs for approximately 25 full-time candidates who use the Centre on a full-time basis and are working on projects closely related to University research priorities.

USC has been careful in establishing research collaborations and partnerships, with organisations such as the Department of Employment, Economic Development and Innovation, CSIRO and the Sunshine Coast Regional Council, with whom it can share research infrastructure. Now that research is becoming a much more significant activity for USC, more specialised research infrastructure is required, particularly in USC’s areas of research strength: sustainability, aquaculture, water, forests and health. Some of this, including more shared access to existing facilities, will flow from USC’s Collaborative Research Networks project. This will make an important difference, but is not sufficient by itself to lift USC’s research outcomes and outputs to the next level. USC has attempted to gain major aquaculture, water and forests research infrastructure through the Education Investment Fund, but thus far without success. Detailed feedback on these proposals strongly suggests, however, that USC should persist with these proposals.

In preparation for future rounds of the Education Investment Fund, USC has been working assiduously to connect these infrastructure plans with national and state R&D agendas; aquaculture, water and forests industry priorities, and the best researchers in these areas in other Australian and overseas universities. USC is now in a position to prepare new Education Investment Fund submissions for research infrastructure in these areas with strong collaboration and co-investment. As it awaits new rounds of the Education Investment Fund, USC is active in other research infrastructure programs, such as the ARC’s LIEF program, in collaboration with its key research partners. USC is also now active in preparing to develop health research infrastructure, much of which will be linked to the development of the SARC (see above).

3.4. Student enrolments

Commonwealth objectives

3.4.1. The Commonwealth is committed to the expansion of a high quality higher education sector, to provide opportunities for all capable people to participate to their full potential.

3.4.2. An expanded higher education sector will educate the graduates needed by an economy based on knowledge, skills and innovation.

3.4.3. The Commonwealth has announced its ambition for growth in higher education attainment, so that by 2025, 40 per cent of all 25 to 34 year olds will hold a qualification at bachelor level or above.
University student enrolment planning

The University continued its profile of growth in 2010 reaching a total of just over 6,000 EFTSL, an increase of 13% over 2009. Looking forward through 2011 and 2012, continuing growth is indicated in the vicinity of USC’s long-term average growth rate of 10% or more based on current offerings. However, USC is optimistic that it could grow faster based on new program development, extending USC’s footprint, and innovations in student recruitment.

Commonwealth Supported Load
In 2010 the University’s commonwealth supported load increased by almost 16% over 2009. The continued success of allied health programs in the disciplines of occupational therapy, psychology, paramedic science, nutrition, social work and nursing have contributed to the University’s overall increase in load in 2010. Changes to existing programs in tourism, sport and exercise science and engineering have had positive outcomes with continued growth over prior years. The primary education program introduced in 2010 has proved very successful with levels of demand higher than anticipated.

The University’s continued commitment to providing pathways for students without formal educational qualifications via the Tertiary Preparation Pathway (TPP) continued to exceed expectations with an increase of almost 43% over 2009. Following successful completion of this pathway by students in 2009, additional load continued to be realised in 2010 in award programs, particularly in education, nursing and psychology. Current estimates for 2011 indicate that TPP enrolments are likely to increase again by almost 30%.

In 2010, demand at the commencement of the year exceeded expectation and the University strengthened the OP cut-offs in most programs to manage its enrolment targets. Mid-year offers were further restricted in particular programs to further manage the over enrolment. Increases in demand across many of the allied health programs again in 2011 has resulted in further strengthening of cut-offs with the University experiencing its most competitive cut-offs to date in some programs.

The University’s continued commitment to providing as many opportunities and pathways as possible for students to enter tertiary study proved challenging in 2010 with over enrolment capped at 10%. This is the case again in 2011 with current estimates indicating that over enrolment will be over 20%. The pipeline of the increased intakes in 2010 and of those programs offered for the first time in recent years present further challenges in 2011. The University has managed quotas for entry into many of the programs offered by the Faculty of Science, Health and Education to reduce the over enrolment to a level that is somewhat manageable within the institution. This potentially has an impact on participation rates of some target groups.

The University has increased its education offerings in 2011 with the introduction of the Bachelor of Early Childhood Education receiving 70 commencing places. In future years, the University will continue to consolidate its current offerings and develop new programs that are relevant to the region and enable USC to raise its national profile and performance. Continuing its theme of providing programs in the larger professional and para-professional areas, USC will introduce more allied health programs, potentially such as speech therapy, osteopathy and the like. Physiotherapy is still under consideration, as are some smaller niche areas that would complement the planned collaboration with the University of Queensland in their medical program on the Sunshine Coast. These could include medical laboratory science, extension of
existing clinical practice elements and expansion of the biomedical program.

USC continues to monitor the situation with Law and may decide to add this area to its suite of major professional programs. In this vein, there is also potential for new programs in family and community studies and a greater emphasis on commerce, possibly linked to the Bachelor of Arts.

Full implementation of new programs will support growth in student enrolments for years to come. Beyond this, the next period of growth will require new planning. To achieve this, in 2011 USC will commence developing a curriculum futures framework to guide decisions about new provision. It is expected this will map a course for more comprehensive provision within USC’s strategic range and accommodate the student demand that will continue to flow from population growth, expanded reach into regions beyond the Sunshine Coast and innovations in outreach and recruitment. These innovations will include new ways of working with schools and the community to improve school completion rates and educational aspirations.

International Load
International on-campus EFTSL has continued to grow, from 311 EFTSL in 2005 to 591 EFTSL in 2008 and to 767 EFTSL in 2010. The growth experienced in 2010 was at a slower rate than in previous years - a 5.5% increase over 2009. There will likely be a decrease in international load over 2011. Perhaps as high as 7%. This is primarily a consequence of the dramatic increase in the value of the Australian dollar relative to the euro and the US$, and to the currencies of key competitor countries.

International load accounted for approximately 13% of total on-campus EFTSL in 2010. With the softening of the international market and the increase in domestic load, this proportion will decline in 2011.

The University's international recruitment strategy continues to focus on four key elements: building on-campus international enrolments; utilising bilateral partnerships to increase both Study Abroad and award enrolments; focussing on newer and developing markets not dominated by competitor universities and reducing risk by diversifying source countries and program offerings. A consequence of this strategy is that there continues to be a relatively high proportion of Study Abroad load in the international on-campus cohort. In 2010 it accounted for approximately 32% of on-campus international load.

The top 5 source countries for Study Abroad in 2010 were Germany, USA, Norway, France and Sweden. Study Abroad commencements in first semester 2011 from Germany and the USA are fewer than for the corresponding semester in 2010.

In 2010 commencing on-campus award students were sourced from over 50 countries with almost two-thirds of students from Canada, France, Germany, Sweden and Norway.

Other Domestic Load
The University continues to diversify and consolidate its range of fee paying postgraduate coursework programs each year but in 2009 saw an increase in load of only 2% over 2008 levels. Total EFTSL for 2010 remains at similar levels to 2009 with estimates for 2011 showing little growth over 2010.
4. PERFORMANCE FUNDING

Commonwealth objectives

4.1 Higher education Performance Funding will provide incentives for universities to improve outcomes for students.

4.2 To be eligible for Performance Funding, the University must:
   (i) be a Table A provider (see paragraph 30-1(1)(a)(i) of the Act); and
   (ii) be a provider for which the Minister has allocated a number of Commonwealth supported places to the provider for that year under section 30-10 (see paragraph 30-1(1)(b) of the Act); and
   (iii) be a provider which has entered into a funding agreement with the Commonwealth under section 30-25 in respect of a period that includes that year (this being the 2011-2013 Compact).

4.3 Performance Funding has two components:
   (i) Facilitation Funding; and
   (ii) Reward Funding for achieving university performance targets

Facilitation Funding

4.4 Facilitation Funding acknowledges both the diverse missions of universities and the commitment to the Australian Government’s learning and teaching goals.

4.5 The Australian Government will provide Facilitation Funding to universities commencing in 2011.

4.6 Facilitation Funding will be paid as a formula driven share of the available funding. Each university’s Facilitation Funding payment will be calculated on their proportional share of Commonwealth Grant Scheme Basic Grant Amount (section 33-5 of the Act) and the Grants to Support National Institutes specified in the Other Grants Guidelines (item 4 of subsection 41-10 of the Act). Refer to the Performance Funding Technical Guidelines for further details.

4.7 As a condition of the Facilitation Funding component of Performance Funding, in accordance with this agreement, the University must:
   (i) inform the Australian Government of strategies and goals for achieving the University’s teaching and learning mission described under clauses 3.1, 3.2 and 3.4; and
   (ii) agree to the performance targets relating to specific Australian Government goals contained in clause 4.14.

4.8 Once a 2011-2013 Compact has been agreed, the University will be paid the 2011 Facilitation Funding amount, plus any indexation, each year of the Compact period.

4.9 The Commonwealth and the University agree to annual review, under Section 9 of this Compact, of the effectiveness of implementation of the strategies and goals for
achieving the University’s teaching and learning mission described under clauses 3.1, 3.2 and 3.4.

Reward Funding

4.10 From 2012, the Australian Government will introduce Reward Funding for universities that achieve performance targets.

4.11 As a condition of the Reward Funding component of Performance Funding, in accordance with this agreement, the University must:

(i) agree performance targets as outlined in clause 4.14;

(ii) supply performance data to the Commonwealth for relevant indicators as per the requirements set out in section 2 of the Performance Funding Technical Guidelines; and

(iii) achieve the relevant targets as outlined in clause 4.14.

4.12 Each university’s maximum possible Reward Funding payment will be calculated on their proportional share of Commonwealth Grant Scheme Basic Grant Amount, consistent with the focus of Performance Funding being on improvement of teaching and learning.

HESA Funding Agreement

4.13 This section 4, together with the terms and conditions set out at Attachment D to this Compact, constitute the HESA Funding Agreement for the provision of Performance Funding to the University.

University performance targets

4.14 The University’s performance targets are in the table below.

(i) Performance targets refer to the year of payment.

(ii) Progress targets represent progress towards achievement of aspirational goals. Reward Funding for achievement against the 2014 and 2015 progress targets and aspirational goals would be the subject of a future Compact.
University performance categories and targets

Performance Category 1: Participation and Social Inclusion

Performance indicator 1A: Proportion of domestic undergraduates who are from a low SES background.

Baseline for improvement target: 17.85% (2009 data)

<table>
<thead>
<tr>
<th></th>
<th>2012 Reward Payment (target for 2011 students)</th>
<th>2013 Reward Payment (target for 2012 students)</th>
<th>2014 Progress target (target for 2013 students)</th>
<th>2015 Progress target (target for 2014 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence Target</td>
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<td>N/A</td>
<td></td>
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<tr>
<td>Improvement Target</td>
<td>18.10%</td>
<td>18.50%</td>
<td>19.10%</td>
<td>19.70%</td>
</tr>
<tr>
<td>Outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance indicator 1B: Proportion of domestic undergraduate students who are Indigenous

Baseline for improvement target: 1.61% (2009 data)

<table>
<thead>
<tr>
<th></th>
<th>2012 Reward Payment (target for 2011 students)</th>
<th>2013 Reward Payment (target for 2012 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement Target</td>
<td>1.67%</td>
<td>1.78%</td>
</tr>
<tr>
<td>Outcome</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### University performance categories and targets

#### Performance Category 2: Student Experience

**Performance indicator 2A:** Domestic undergraduate satisfaction with teaching  
(Measured using data from the Australian Graduate Survey – Course Experience Questionnaire (CEQ) [Good Teaching Scale and Overall Satisfaction Item])

<table>
<thead>
<tr>
<th></th>
<th>2012 Reward Payment</th>
<th>2013 Reward Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>N/A</td>
<td>Participate in 2013 CEQ* (2012 final year students) to establish baseline performance</td>
</tr>
<tr>
<td>Outcome</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

* the 2012 CEQ report refers to students whose final year of study was in 2011 and who participated in the CEQ survey in 2012 and where performance was reported in 2013.

**Performance indicator 2B:** Domestic undergraduate experience  
(Measured using data from the University Experience Survey [UES])

<table>
<thead>
<tr>
<th></th>
<th>2012 Reward Payment</th>
<th>2013 Reward Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>N/A</td>
<td>Participate in the development of the UES to establish baseline performance</td>
</tr>
<tr>
<td>Outcome</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
### University performance categories and targets

#### Performance Category 3: Quality of Learning Outcomes

**Performance indicator 3A:** Domestic undergraduate satisfaction with generic skills

(Measured using data from the Australian Graduate Survey – Course Experience Questionnaire (CEQ) [Generic Skills Scale])

<table>
<thead>
<tr>
<th>Participation</th>
<th>2012 Reward Payment</th>
<th>2013 Reward Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td>Participate in 2013 CEQ* (2012 final year students) to establish baseline performance</td>
</tr>
</tbody>
</table>

Outcome  | N/A |

* the 2012 CEQ report refers to student whose final year of study was in 2011 and who participated in the CEQ survey in 2012 and where performance was reported in 2013.

**Performance indicator 3B:** Domestic undergraduate value added generic skills

(Measured using data from the Collegiate Learning Assessment (CLA))

<table>
<thead>
<tr>
<th>Participation</th>
<th>2012 Reward Payment</th>
<th>2013 Reward Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td>Participate in the development of the CLA to establish baseline performance</td>
</tr>
</tbody>
</table>

Outcome  | N/A |

**Performance indicator 3C:** Composite Teaching Quality Indicator (TQI)

<table>
<thead>
<tr>
<th>Participation</th>
<th>2012 Reward Payment</th>
<th>2013 Reward Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td>Participate in development of composite indicator (including providing data) to establish baseline performance</td>
</tr>
</tbody>
</table>

Outcome  | N/A |

4.15 Section 3 of the Performance Technical Funding Guidelines provides detailed information on the calculation and assessment of the above indicators. Section 4.2.2 of
the Performance Funding Administrative Guidelines also provides information on implementation of new performance indicators.

4.16 The Australian Government undertakes to consult the higher education sector on the development and enhancement of indicators for the purposes of Performance Funding.

5. COMMONWEALTH GRANT SCHEME

5.1 Attachment E contains the current HESA Funding Agreement for the provision of Commonwealth Grant Scheme funding to the University for the 2009 to 2011 calendar years.

5.2 Attachment E becomes part of this Compact on execution of the Compact.

5.3 The Commonwealth anticipates that any future HESA Funding Agreements for the provision of Commonwealth Grant Scheme funding to the University will also form part of this Compact.

6. OTHER FUNDING PROVIDED BY DEEWR

6.1 A list of key programs and funding allocations under which the Commonwealth, through DEEWR, provides support to the University is set out at Attachment A. This list may be updated from time to time, including if the University is successful in applying for any new and/or additional Commonwealth funding.
PART THREE

The Minister for Innovation, Industry, Science and Research, with assistance from DIISR, has Commonwealth responsibility for the matters set out in this Part Three of the Compact.

7. RESEARCH, RESEARCH TRAINING AND INNOVATION

A range of research, research training and innovation performance indicators and targets are proposed in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Additional Performance Indicators and targets considered reflective of individual institutional goals.

The Commonwealth recognises that universities have diverse missions and, consequently, targets and performance will vary between institutions. Universities should develop performance indicators and targets to reflect their individual performance and strategic direction.

7.1. Research performance and research capability

Research performance and research capability: Commonwealth objectives

7.1.1. The Commonwealth encourages excellence in research performance and the strengthening of research capability. Particular objectives are to:

a. progressively increase the number of research groups performing at world class levels, as measured by international performance benchmarks; and

b. promote collaboration, including collaboration between researchers within Australia and internationally.

7.1.2. The Commonwealth, through DIISR, may provide funding to the University to assist the University achieve these Commonwealth research performance and research capability objectives, including through the Sustainable Research Excellence in Universities (SRE) program, the Research Infrastructure Block Grants (RIBG) scheme and, where relevant, the Collaborative Research Networks (CRN) program.

7.1.3. If the University is provided with funding from DIISR under the Collaborative Research Networks (CRN) program, the University will be required to enter into a legally binding CRN funding agreement with DIISR. That legally binding agreement will not be made under HESA and will be separate from, but made within the framework of, this Compact from the date of its execution.

7.1.4. Other Commonwealth funding to assist the University achieve these Commonwealth objectives may also be provided outside of this Compact by the Australian Research Council (ARC), the National Health and Medical Research Council (NHMRC), the International Science Linkages program, the Australia-India Strategic Research Fund, and research infrastructure funds such as the Education Infrastructure Fund, Super Science Initiative and the Cooperative Research Centres (CRC) program.

7.1.5. The Commonwealth, through the ARC, will implement the Excellence in Research for Australia (ERA) initiative which will evaluate research undertaken at Australian
universities against international benchmarks. ERA will be used in the future to assist in determining funding in some research programs (for example, the Sustainable Research Excellence in Universities [SRE]) administered by the Commonwealth.

Research performance and research capability: University strategies

USC is a relatively young University that is building its research profile from a relatively low base. Over the past 5 years, USC’s research productivity, as gauged by its annual research income and publications, is on an upward trajectory. The recent appointment of the inaugural Pro Vice-Chancellor (Research), along with an unambiguous priority in the new Strategic Plan, clearly demonstrates USC’s intent to step up its research performance to the next level over the next 5 years.

With limited resources for reinvestment in research, USC has developed a strategy of focused investment aimed at building research concentrations of performing staff. To date, the University has established two University research focus areas, namely the Genecology Research Group, entailing research in applied genetics in the fields of forestry and aquaculture, as well as the Sustainability Research Centre, undertaking research into integrated coastal sustainability. The aim for USC over the next five years is to identify some new emerging research focus areas (e.g. health, education) and, together with the existing centres, build significant research capacity that will elevate the performance of these research focus areas to an internationally competitive level. This is critical as a university’s ability to maintain sustainable research capacity in its fields of research foci is underpinned by its ability to procure diverse research revenues (i.e. national competitive grants, state and commonwealth government grants, and direct industry funding), as well as produce outcomes that are internationally competitive.

It is important to note that USC’s existing research focus areas are aligned clearly with the Queensland State research priorities of Environmentally Sustainable Queensland, Smart Industries and Tropical Opportunities.

USC recognises the need to build its research from the base up. Accordingly, USC is presently rolling out a Research Fellows scheme aimed at attracting high quality early career and/or mid career researchers into its research focus areas. Research Fellows will have a research-focused role entailing a staged progression from research-only to a tenured teaching/research position after five years. In this context, these new staff will build significant capacity in USC’s research focus areas linking with, and capitalising on, the existing expertise and infrastructure of the USC research focus areas. Furthermore, these new academics will provide an added dimension of pure research to the applied research capability of USC’s existing research focus areas, providing an important connectivity between applied and fundamental research. This problem oriented approach will lead to fundamental research outcomes that provide innovative tools and approaches for implementation in the solution of applied research problems.

A mapping of USC’s research trajectory based on current average research income and research publications per capita demonstrates that an influx of a planned four new Research Fellows per annum over the next ten years, with each person performing at or above the average income and publication per capita rates for existing researchers in USC’s research focus areas, will enable a growth in research of approximately 30% per annum. This will enable USC to jump to a ranking of at least thirty on both research performance measures by 2020.
Accordingly, this has been set as one of USC's strategic aims over the next ten years, although it is significant to note that USC's Collaborative Research Network (CRN) initiative, which involves a significant injection of human capital, will enhance significantly USC's rise in research performance.

For a young and aspirational University like USC, the "hubs and spokes" model where the University builds productive partnerships with research-intensive organizations is critical to both its short-term and long-term viability as a significant research provider.

USC's recently announced CRN grant is a key element of USC's strategy to build its research partnerships and research infrastructure, so as to ramp up its research productivity in its research focus areas, and general research capacity and capability, over the next five years. This significant research activity will entail collaborative research linkages with Griffith University (Griffith) in water, sustainability and forestry, as well as joint research with the University of Tasmania (UTas) in aquaculture, forestry and sustainability, and collaboration with Queensland University of Technology (QUT) as a senior partner in the Centre for Leadership in Research Development (CLRD). Most notably, the CRN initiative will involve a "buy-in" of the accomplished researchers at the research-intensive universities, so as to ensure that joint research projects and publications are created as a consequence of this collaboration, as well as a provision of significant human capital and research infrastructure to drive the enhanced capacity of USC in these and other targeted areas of research.

USC is strongly committed to the development of sustainable research linkages with the metropolitan Universities of Brisbane. For example, through the Smart Water Centre at Griffith, USC gains access to research capability and expertise in water research otherwise not available within the University, while in partnership with the University of Queensland (UQ) and QUT, USC is preparing joint research infrastructure proposals that link the research of USC to several of the leading research groups at the partnering Universities. These new linkages are expected to lead to future joint grant and publication opportunities in the identified fields of collaboration.

In the forestry and aquaculture fields, USC already has important partnerships with the State Department of Employment, Economic Development and Innovation (DEEDI) Queensland and the Commonwealth Scientific Industrial Research Organization (CSIRO) with several joint appointments of DEEDI and CSIRO staff on USC's Sippy Downs campus. Over the next 5 years, it is the intent of USC to take these partnerships to the next level by establishing high-level agreements that enable the formation of a critical mass (i.e. over 30) of researchers and key research infrastructure in these areas of strategic and economic importance to the State of Queensland. As already noted, USC research in these fields is strongly aligned with the Queensland State Research Priorities of Smart Industries: Industry Development and Food and Fibre Industries as well as Tropical Opportunities: Creating Globally Competitive Tropical Expertise Industries.

An expected spin-off of the USC partnerships with DEEDI and CSIRO will be linkages to the new Ecosciences Precinct that has been established recently at the old Boggo Road Jail site in Brisbane. This state-of-the-art facility houses a critical mass of scientists and cutting edge research infrastructure, and is focused on solving the world's biggest environmental problems in diverse areas such as climate change, protecting our natural resources and environment, and ways to grow Queensland's farming, mineral, forestry and marine industries so they are competitive and sustainable.
An exciting opportunity for the University will be the establishment of the Sunshine Coast University Hospital, which is due to open in 2016. This facility is valued at about $2 billion incorporating an associated $60 million Skills, Academic and Research Centre (SARC) involving a collaboration between Queensland Health, UQ, USC and Sunshine Coast TAFE. Although the primary focus of this activity will be the education of medical and allied health professionals for the Sunshine Coast region, there will be a tremendous opportunity for USC to engage in collaborative research with accomplished researchers in medical and allied health at UQ. Such a “hub and spoke” arrangement has the potential to lead to joint NHMRC grant applications, as well as prestigious publications and jointly supervised medical and allied health higher degree by research (HDR) students across USC and UQ. Furthermore, this opportunity aligns with the Queensland research priority area of Health and Well Being. Accordingly, USC aims to make health research a priority area for investment over the next 10 years.

To develop its research profile, performance and culture, USC is concentrating its research effort in selected areas of strength; developing its areas of strength through strategic collaborations and partnerships with world class researchers in other universities, research agencies and industry; and increasing access to key research infrastructure through these collaborations and partnerships.

To arrive at this point and maintain institutional support for this approach, through the Research Management Committee between 2005 and the present, USC has interpreted the operating environment; taken stock of its performance; revised its strategies; phased-out a number of former research centres; identified overarching research themes; established qualitative and quantitative criteria for the performance of research teams; designated two research centres that meet the performance criteria; signalled the intention to develop a research team in an additional field; and provided comprehensive support to the designated centres. USC is developing research partnerships, so as to provide a step-change in research performance aimed at elevating the ERA ratings of its research focus areas during the next stage of development of research at USC.

Overall, ERA data reveals the following:

- The success of designated research groups in aquaculture, forests and sustainability in relation to research income is outstripping their performance in publishing;
- The performance of designated research groups is spread across a number of fields due to the applied nature of the research;
- Some additional individuals and small groups of researchers are involved in sound research and publishing; and
- Potential exists for research strengths to be cultivated in areas of health, education and social science.

The outcomes of the first round of the ERA confirm the thinking behind USC’s overall research strategy and its CRN Project. That is, the successful designated research groups need an injection of capable staff, and new levels of collaboration with the best researchers in their fields in Australia, in order to translate their successes in applied research into greater success in category one grants and quality publications. In addition, USC needs to galvanise the very good research in various health areas into an effective research program in areas where it can perform consistently at world class levels. This requires some strategic thinking and development of research collaborations with well established researchers in complementary areas. In all instances, it is also clear that further investment is required in attracting and providing an excellent supervisory experience for higher degree by research students.
The key performance measures for research are:
- Category 1 grants: $2.5m threshold
- Number of high level plans to collaborate with external research providers: 3+
- Number of designated research centres: 4

Research performance and research capability: Performance indicators and targets

7.1.6. The purpose of the research performance and research capability performance indicators and targets is to assist the University and Commonwealth monitor the University's progress against the Commonwealth's objectives and the University's strategies for research performance and research capability.

7.1.7. The University will aim to meet the research performance and research capability performance indicators and targets set out in the following table.

<table>
<thead>
<tr>
<th>Principal Performance Indicators (Required)</th>
<th>Baseline(^2)</th>
<th>Target 2013(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of disciplines, as defined by two-digit Fields of Research (FoR), performing at world standard or above (3, 4 or 5)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disciplines the university commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR</td>
<td>07 Agricultural and Veterinary Sciences 11 Medical and Health Sciences</td>
<td>0</td>
</tr>
</tbody>
</table>

---

\(^2\) Baseline data is collected in 2010 but will generally refer to an earlier period. For example, the baseline for Category 1 income is collected through the 2010 HERDC data collection but refers to income in 2009. Similarly, the targets relate to the year in which the data is collected.

\(^3\) Target refers to data collected in the previous year. For more information, see definition of baseline data.
<table>
<thead>
<tr>
<th>Principal Performance Indicators (Required)</th>
<th>Baseline(^4)</th>
<th>Progressive Target 2011(^5)</th>
<th>Progressive Target 2012</th>
<th>Target 2013(^6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1 income</td>
<td>514,038</td>
<td>900,000</td>
<td>950,000</td>
<td>1,100,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of joint research grants and jointly supervised PhD students with other universities and research organisations Projects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• in Australia</td>
</tr>
<tr>
<td>• overseas</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>• in Australia</td>
</tr>
<tr>
<td>• overseas</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

| Additional Performance Indicators (May be proposed by the University) |
|-------------------------|----------------|----------------|----------------|----------------|
| Research income per teaching and research FTE | Baseline | Progressive Target 2011 | Progressive Target 2012 | Target 2013 |
| 2,700                   | 4,200         | 4,300          | 4,500          |                |

7.2. Research training

Research training: Commonwealth objectives

7.2.1. The Commonwealth encourages excellence in the provision of research training. Particular objectives are to:

a. Support research excellence and develop an internationally competitive research workforce in Australia through high quality research training; and

b. Significantly increase the number of students completing higher degrees by research over the next decade.

---

\(^4\) Baseline data is collected in 2010 but will generally refer to an earlier period. For example, the baseline for Category 1 income is collected through the 2010 HERDC data collection but refers to income in 2009. Similarly, the targets relate to the year in which the data is collected.

\(^5\) Progressive target refers to data collected in the previous year. For more information, see definition of baseline data.

\(^6\) Target refers to data collected in the previous year. For more information, see definition of baseline data.
7.2.2. The Commonwealth, through DIISR, may provide funding to the University to assist the University achieve these Commonwealth objectives, including through the Research Training Scheme (RTS), Australian Postgraduate Awards (APA), and International Postgraduate Research Scheme (IPRS).

7.2.3. Other Commonwealth funding to assist the University achieve these Commonwealth objectives may also be provided outside of this Compact by the ARC, NHMRC, DEEWR and DIISR, for example through the Cooperative Research Centres (CRCs) program.

Research training: University strategies

In a University setting HDR students may be considered the “engine room” of research capacity. Accordingly, USC is committed to increasing significantly the number of HDR enrolments and completions by 2015.

The University is growing at a rapid pace with student enrolments currently due to increase from 8,000 in 2011 to 12,000 by 2015. With such a rapid growth trajectory in a small and young University, it is crucial that HDR enrolments are aligned with the University’s capacity to supervise new students, as well as its ability to accommodate HDR students in appropriate facilities. Accordingly, the USC strategy involves a staged growth in HDR enrolments, so as to allow time for the establishment of the necessary staffing levels as well as the implementation of buildings and research infrastructure to support these new HDR students.

The rate-limiting factor for the development of USC’s HDR student cohort is the size of its HDR scholarship pool. In 2010, USC offered 6 HDR scholarships, and expects to be offering 2 new Australian Postgraduate Awards (APAs) in 2011. With a latent demand of 10 new HDR students in 2010, along with the input of 4 new HDR scholarships per annum to coincide with 4 new Research Fellow appointments per year, the plan is to roll out 12 new scholarships in 2011, 14 new scholarships in 2012 and 18 new scholarships in 2013. This will represent a tripling of the HDR student scholarships by 2013. With the targeted recruitment of HDR students into research focus areas and the recruitment of new Research Fellows, this expansion will increase substantially the research capacity of USC’s research concentrations.

A myriad of approaches, several of which are already in place or in train, will be implemented to ensure the quality of research supervision of USC HDR students:

i) Creation of student cohorts in research focus areas where there is a strong and vibrant research culture, as well as excellent environment for the conduct of internationally competitive research.

ii) Provision of a unified HDR financial support package to ensure that students have access to essential facilities such as consumables, computing equipment, office space, workshop facilities, and so on.

iii) Reviewing of a minimum standard for "Research Active Supervisors" to ensure that they have the skills and experience needed for the successful supervision of HDR students to completion.

iv) Requirements for HDR supervisors to undertake regular professional development to ensure a currency in knowledge of research supervision matters, so as to maintain membership as a USC Registered Supervisor.

v) Implementation of a supervisor mentoring scheme where experienced supervisors must be
involved in the supervision of HDR students by novice supervisors, so that the HDR supervision can be managed more effectively.

vi) USC HDR student uptake in the Global Opportunities (GO) program to provide USC HDR students with the opportunity to spend significant time in a world-class research setting at an overseas university, so as to internationalise USC’s HDR programs.

vii) Implementation of a generous conference travel funding scheme to enable all HDR students to attend either two local international conferences, or one overseas international conference, so as to internationalise USC’s HDR programs.

viii) Development of Cotutelle-like joint HDR arrangements with the German Sports University, Leuphana University of Luneburg and other European, North American and Canadian universities, so as to bring excellent foreign HDR students to USC while enabling the mobility of USC HDR students to partner Universities abroad, thus enriching the HDR experience of USC students.

ix) Provision of a “HDR Paper of the Year Prize” to encourage dissemination of USC HDR research outcomes in the best international conferences, journals, books and other publications, with the prize money utilized in the generation of further high quality research outputs.

It is important to note that USC’s CRN project incorporates important elements in the area of research training. Moreover, it includes strategies to enhance the quality of research training and HDR student experience through the CLRD. Also, the CRN will lead to an increase in the number of students undertaking and completing HDR studies, along with an increase in research training across the collaborating organizations of the CRN network, together with a focus of new research training opportunities within USC’s existing research focus areas.

The key performance measures for research training are:

- Number of joint HDR candidates
- Number of HDR contributions to high quality and high impact papers
- Internationalisation of the USC HDR experience
- 50% of HDR candidates directly linked to designated research centres

Research training: Performance indicators and targets

7.2.4. The purpose of the research training performance indicators and targets is to assist the University and Commonwealth monitor the University’s progress against the Commonwealth’s objectives and the University’s strategies for research training.

7.2.5. The University will aim to meet the research training performance indicators and targets set out in the following table.
<table>
<thead>
<tr>
<th>Principal Performance Indicators (Required)</th>
<th>Baseline(^7)</th>
<th>Progressive Target 2011(^8)</th>
<th>Progressive Target 2012</th>
<th>Target 2013(^9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDR Student load</td>
<td>100</td>
<td>111</td>
<td>120</td>
<td>130</td>
</tr>
<tr>
<td>HDR Student completions by level of degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• masters</td>
<td>M = 7</td>
<td>M = 4</td>
<td>M = 4</td>
<td>M = 4</td>
</tr>
<tr>
<td>• doctorates</td>
<td>D = 18</td>
<td>D = 13</td>
<td>D = 26</td>
<td>D = 31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Performance Indicators (May be proposed by the University)</th>
<th>Baseline</th>
<th>Progressive Target 2011</th>
<th>Progressive Target 2012</th>
<th>Target 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDR student load 55% in selected areas of research strength</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
</tr>
</tbody>
</table>

7.3. Innovation

Innovation: Commonwealth objectives

7.3.1. The Commonwealth encourages innovation and seeks to build an innovation system which contributes to economic growth and wellbeing by promoting links between Australian businesses, universities and publicly-funded research agencies.

7.3.2. The Commonwealth, through DIISR, may provide funding to the University to assist the University achieve this Commonwealth objective, including through the Joint Research Engagement (JRE) program. Details of any funding provided by DIISR to the University to encourage innovation are set out in Attachment B.

7.3.3. Other Commonwealth funding to assist the University to achieve this Commonwealth objective may also be provided outside of this Compact including through Commercialisation Australia, the CRC and Enterprise Connect programs, and by AusIndustry and the ARC.

Innovation: University strategies

USC views itself as a University that is committed to “research that makes a difference”, which is undertaken in partnership with end user communities and is geared toward the creation of

\(^7\) Baseline data is collected in 2010 but will generally refer to an earlier period. For example, the baseline for Category 1 income is collected through the 2010 HERDC data collection but refers to income in 2009. Similarly, the targets relate to the year in which the data is collected.

\(^8\) Progressive target refers to data collected in the previous year. For more information, see definition of baseline data.

\(^9\) Target refers to data collected in the previous year. For more information, see definition of baseline data.
new knowledge leading to tangible outcomes of direct benefit to the community and local industry. Accordingly, USC has a commitment to enhance its strong research portfolio in this space by broadening research revenues to also include leverage opportunities on industry or other Government funding through state and federal grant agencies, as well as to seek involvement as a major participant in relevant Cooperative Research Centres within its fields of research foci. To date, USC’s innovative research projects have led to new knowledge, improved practice and knowledge transfer, but it is too early in USC’s history and development to have involved significant commercialisation.

At a wider level, USC has always been active in supporting the economic development of the region. For this purpose the Sunshine Coast Innovation Centre, supported by the Commonwealth and the State, has operated for more than a decade as an incubator and accelerator of new small businesses contributing to the knowledge economy of the Sunshine Coast.

The Sunshine Coast Innovation Centre is potentially a gateway to the world for the development of USC’s research capacity. Through the Innovation Centre’s incubator and accelerator of new small businesses program, there is literally a plethora of small companies with research opportunities and research linkages that extend to external research providers and universities, both locally and abroad. This latent capacity and capability is yet to be fully tapped by the USC research community. USC will strive to develop formal and informal partnerships with small enterprises at the Innovation Centre, so as to create student research opportunities, as well as joint grant and publication opportunities for partners across the collaborating organizations on these joint initiatives.

USC’s major contributions to innovation to date have been in the form of research and development conducted with government and industry in its three areas of overall research strength: aquaculture, forests and coastal sustainability.

In aquaculture USC researchers have led research into the domestication of Southern Blue Fin Tuna at land-based hatcheries earned the prestigious national “Excellence in Innovation” prize, presented to the Australian Seafood Cooperative Research Centre. This is in recognition of the outstanding innovation and commercial application of this research with South Australian company, Clean Seas Tuna Ltd.

In forests USC researchers are leaders of a consortium of 20 researchers to use world-leading biotechnology to speed up production of fast growing trees for forest plantations, especially trees for marginal land. The project has 4 main themes: Molecular breeding (integrating gene discovery, genomics and DNA marker discovery); Phenotype screening (using near infrared spectroscopy to rapidly assess wood quality without having to cut down trees); Cloning technologies (in vitro propagation and hydroponic mini-cuttings of the best trees for wood production); and Environmental risks and benefits – including carbon sequestration and assessing the risks of pollen dissemination and seed dispersal. This work has been funded ($1.9 million) by QLD Smart State NIRAP funding and industry partners, Integrated Tree Cropping Ltd and Forest Enterprises Australia Ltd.

In coastal sustainability USC researchers have worked with local government and CSIRO assessing the ability of cities and regions to adapt to future climate conditions. This research considers climate change hazards such as heat waves and storm surges, as well as decision-making and socio-economic factors that are likely to play significant roles in driving the impacts of climate change. The outcomes of the research propose steps for local governments to build
capacity in these areas. The research team, involving USC researchers, received a prestigious Australian Museum Eureka Prize for their climate adaptation work with Sydney Council coastal groups.

The key performance measures for innovation are:

- Joint research engagement activity
- Number of active partnerships in Australia and overseas

Innovation: Performance indicators and targets

7.3.4. The purpose of the innovation performance indicators and targets is to assist the University and Commonwealth monitor the University's progress against the Commonwealth's objectives and the University's strategies for innovation.

7.3.5. The University will aim to meet the innovation performance indicators and targets set out in the following table.

<table>
<thead>
<tr>
<th>Principal Performance Indicators (Required)</th>
<th>Baseline&lt;sup&gt;10&lt;/sup&gt;</th>
<th>Progressive Target 2011&lt;sup&gt;11&lt;/sup&gt;</th>
<th>Progressive Target 2012</th>
<th>Target 2013&lt;sup&gt;12&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 3 research income</td>
<td>408,875</td>
<td>600,000</td>
<td>850,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Number of active collaborations&lt;sup&gt;13&lt;/sup&gt; and partnerships&lt;sup&gt;14&lt;/sup&gt; with industry and other partners:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• in Australia</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>• overseas</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<sup>10</sup> Baseline data is collected in 2010 but will generally refer to an earlier period. For example, the baseline for Category 1 income is collected through the 2010 HERDC data collection but refers to income in 2009. Similarly, the targets relate to the year in which the data is collected.

<sup>11</sup> Progressive target refers to data collected in the previous year. For more information, see definition of baseline data.

<sup>12</sup> Target refers to data collected in the previous year. For more information, see definition of baseline data.

<sup>13</sup> Collaboration involves activities where two or more parties work together and each contributes resources such as intellectual property, knowledge, money, personnel or equipment, to address a shared objective with a view of mutual benefit.

<sup>14</sup> Research and development collaborations with industry or other partners with a commercial intent: include active ongoing research projects or partnerships activated through a written agreement (eg contract or signed letter of intent) between the university and either Australian or overseas industry partners. Activities could include, joint research/development projects with industry or arrangements with firms to commercialise research outcomes, other non-teaching activities, or other collaborations.
<table>
<thead>
<tr>
<th>Principal Performance Information (Required)</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of patent and plant breeder's rights families filed, issued and held</td>
<td>Filed</td>
</tr>
<tr>
<td>Number of licences, options or assignments (LOAs) executed and income derived</td>
<td>No.</td>
</tr>
<tr>
<td>Number and value of research contracts and consultancies executed</td>
<td>No. 18</td>
</tr>
<tr>
<td>Investment in spin-out companies during the reporting year and nominal value of equity in spin-outs based on last external funding/liquidity event or entry cost</td>
<td>Investment ($)</td>
</tr>
</tbody>
</table>

7.3.6. The set of performance information on patents and other research commercialisation activities does not require targets. Universities should advise their baseline performance here. Annual reporting on future performance against these indicators will be in the context of the Institutional Performance Portfolio Information Collection commencing in 2011.

<table>
<thead>
<tr>
<th>Additional Performance Indicators (May be proposed by the University)</th>
<th>Baseline</th>
<th>Progressive Target 2011</th>
<th>Progressive Target 2012</th>
<th>Target 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 2 research income</td>
<td>2,140,483</td>
<td>1,500,000</td>
<td>1,600,000</td>
<td>1,700,000</td>
</tr>
<tr>
<td>Category 4 research income</td>
<td>0</td>
<td>85,000</td>
<td>200,000</td>
<td>300,000</td>
</tr>
</tbody>
</table>

15 This set of performance information does not require targets. Universities will be asked to advise their baseline performance and will report on their future performance in the context of the Institutional Performance Portfolio Information Collection commencing in 2011. Patent and plant breeder right family refers to a group of patent or plant breeder rights applications or grants emanating from a single filing. Note: this question only concerns patent and plant breeder rights families, and is not in reference to families of other forms of registered IP (e.g. trade marks).

16 Please use the definition of contracts and consultancies utilised in the National Survey of Research Commercialisation (NSRC). A copy of the survey is available at this URL: http://www.innovation.gov.au/Section/Innovation/Pages/TheNationalSurveyofResearchCommercialisation.aspx

17 A LICENCE agreement formalises the transfer of technology between two parties, where the owner of the technology (licensor) grants rights to the other parties (licensee). An OPTION agreement grants the potential licensee a time period during which it may evaluate the technology and negotiate the terms of a licence agreement. An option agreement is not constituted by an Option clause in a research agreement that grants rights to future inventions, until an actual invention has occurred that is subject to that Option. An ASSIGNMENT agreement conveys all right, title and interest in and to the licensed subject matter to the named assignee.

18 Baseline data is collected in 2010 but will generally refer to an earlier period. For example, the baseline for Category 1 income is collected through the 2010 HERDC data collection but refers to income in 2009. Similarly, the targets relate to the year in which the data is collected.

19 Progressive target refers to data collected in the previous year. For more information, see definition of baseline data.

20 Target refers to data collected in the previous year. For more information, see definition of baseline data.
8. FUNDING FOR RESEARCH AND RESEARCH TRAINING PROVIDED BY DIISR

8.1 Attachment B sets out the University's Commonwealth funding allocations for 2011 from Commonwealth research and research training programs administered by DIISR. This list may be amended from time to time, including if the University is successful in applying for any new and/or additional Commonwealth funding.
PART FOUR

9. COMPACT REVIEW

9.1 This Compact will be reviewed annually by both the Commonwealth and the University. This review will be a mechanism for considering progress made towards agreed goals outlined in this Compact. It will aim to ensure that the Commonwealth and the University will continue to focus on key objectives and strategies.

9.2 The review will create an opportunity to consider any developments that may have occurred in the previous year, and whether these may impact on the Compact or trigger a need to amend the Compact.

9.3 To facilitate this review the Commonwealth will produce an annual Institutional Performance Portfolio and the University agrees to contribute to the annual Institutional Performance Portfolio Information Collection (IPPIC). The Commonwealth will consult with the higher education sector on the information collection requirements and any issues arising from the IPPIC process.
PART FIVE

10. GENERAL PROVISIONS

10.1 Administration of the Compact by the Departments

10.1.1 DEEWR will administer Part Two of this Compact and DIISR will administer Part Three of this Compact, in accordance with their respective Ministers' legislative responsibilities under the Administrative Arrangements Orders as in force from time to time. The other Parts of this Compact may be administered by one or both departments.

10.1.2 In administering the Compact, employees of each Department will make decisions in accordance with any relevant instruments of delegation or authorisation in force from time to time.

10.2 Departmental Meetings and Liaison

10.2.1 Employees of the Departments will collaborate to streamline as far as practicable the Commonwealth's interactions with the University.

10.3 Part 2-2 HESA Funding Agreements

10.3.1 To the extent that this Compact contains Part 2-2 HESA Funding Agreements, the University acknowledges that each such Part 2-2 HESA Funding Agreement is subject to specific legislative and other requirements and that the University will need to meet all such requirements.

10.4 Privacy, confidentiality and information sharing

10.4.1 Subject to clause 10.4.2 below, the University acknowledges and agrees that any information it provides to either DEEWR or DIISR for the purposes of this Compact, or for any Part 2-2 HESA Funding Agreement contained in this Compact, may be accessible under the Freedom of Information Act 1982 and may also be:

a. published by the Commonwealth in any manner in accordance with any legislative requirement;

b. used by a Department for any purpose of the Commonwealth, including dealings with other Commonwealth agencies;

c. used in reporting to or answering questions from a Minister of State of the Commonwealth or a House or Committee of the Parliament of the Commonwealth; or

d. disclosed where the Commonwealth is required or permitted by law to do so.

10.4.2 The Commonwealth and the University agree to carry out their roles under this Compact in accordance with any obligations they have under the Privacy Act 1988 or any state or territory law relating to the protection of personal information.

10.4.3 The Commonwealth recognises that the University's Confidential Information has commercial value to the University and may disadvantage the University if it is
disclosed. Accordingly, the Commonwealth will not publish or otherwise disclose the University's Confidential Information unless required by law to do so, or unless the University consents in writing prior to such disclosure.

10.5 Variation

10.5.1 Subject to clause 10.5.2 below, except for action that either the Commonwealth or the University is expressly authorised to take elsewhere in this Compact, any variation to this Compact is to be in writing and signed by the University's, and both of the Commonwealth's Representatives.

10.5.2 A variation to:

a. any provision of Part Two only or to any Attachments to this Compact that arise solely under a provision of Part Two must be in writing but needs only to be signed by the Commonwealth's DEEWR Representative and the University.

b. any part of this Compact that forms part of a Part 2-2 HESA Funding Agreement may only be made under this clause 10.5.2 if that funding agreement does not contain variation provisions specific to that funding agreement;

c. any provision of Part Three only or to any Attachments to this Compact that arise solely under a provision of Part Three must be in writing but needs only to be signed by the Commonwealth's DIISR Representative and the University.

Either DEEWR or DIISR as the case requires will send the other Department notice of any variation made in accordance with paragraph (a) to (c) above.

10.6 Notices

10.6.1 A party wishing to give notice under a provision of this Compact:

a. must do so by sending it to each of the other Representatives set out in clause 10.6.3; and

b. must, if a response is required to the notice, set out the time in which the response is to be given;

10.6.2 Notices required to be sent by the University to the Commonwealth under this Compact are to be sent to both the DEEWR and DIISR Representatives set out in clause 10.6.3.

10.6.3 The Representatives are:

a. University Representative
   Professor Birgit Lohmann
   Deputy Vice-Chancellor
   University of the Sunshine Coast (ML3)
   Locked Bag 4
   Maroochydoore DC QLD 4558
   E: blohmann@usc.edu.au
   F: (07) 5459 4467
   T: (07) 5459 4465
b. Group Manager
   Higher Education Group
   Department of Education, Employment and Workplace Relations
   GPO Box 9880
   Canberra ACT 2601

   OR
   compacts@deewr.gov.au

c. DIISR Representative
   Head of Division
   Research Division
   Department of Innovation, Industry, Science and Research
   GPO Box 9839
   Canberra ACT 2601

   OR
   compacts@innovation.gov.au

10.7 Termination/Transition Plan

10.7.1 If for any reason, either or both of the Commonwealth or the University reasonably believes that it is not possible to continue the operation of this Compact:

   a. The Commonwealth and/or the University, as the case requires, will give the other notice of that belief;

   b. The Commonwealth and the University will negotiate in good faith to resolve any issues in bringing this Compact to an end; and

   c. The Commonwealth and the University will implement an agreed transition out plan to bring the Compact to an end.

10.7.2 Notwithstanding clause 10.7.1, if:

   a. the University ceases to exist as a body corporate; or

   b. the University ceases to be approved as a higher education provider under HESA,

   the Commonwealth shall have the right to terminate this Compact immediately by giving the University Representative written notice.

10.7.3 Except to the extent of any rights the University has under a Part 2-2 HESA Funding Agreement contained in this Compact, the University is not entitled to compensation for any loss, damage or claim arising from or in connection to the early termination of this Compact by the Commonwealth.
10.7.4 These termination and transition out provisions are without prejudice to and do not alter any other rights or obligations of the Commonwealth and the University pursuant to their funding arrangements.

10.7.5 Rights and obligations of the Commonwealth and the University under the Funding Agreement at Attachment E that exist as at the date of termination of the Compact survive the termination of the Compact.

10.8 Order of precedence

10.8.1 In this Compact:

   a. each HESA Funding Agreement contained in this Compact operates as a separate agreement between the Minister for Tertiary Education, Skills, Jobs and Workplace Relations and the University.

   b. In the event of an inconsistency between the terms of a HESA Funding Agreement contained in this Compact and the Operational Provisions in this Part Five, the term of the HESA Funding Agreement will prevail for the purpose of that agreement.

10.9 Counterparts

10.9.1 This Compact may be signed in any number of counterparts and all counterparts together constitute one instrument.

10.10 Dictionary

10.10.1 In this Compact, unless the contrary intention appears:

   'Appropriation' means a law, or provision in a law, that authorises the expenditure of money by the Commonwealth.

   'DEEWR' means the Commonwealth Department of Education, Employment and Workplace Relations or any successor.

   'Department' means either or both of DEEWR or DIISR as the case requires.

   'DIISR' means the Commonwealth Department of Innovation, Industry, Science and Research or any successor.

   'Tertiary Education Minister' means the Minister administering Part 2-2 of HESA.

   'HESA' means the Higher Education Support Act 2003 and includes any subordinate legislation or Ministerial determination made under that Act.

   'HESA Funding Agreement' means a funding agreement:

   a. that is made under section 30-25 of HESA by the Minister for Tertiary Education, Skills, Jobs and Workplace Relations and the University for the provision of a grant of funding to the University under Part 2-2 of HESA; and

   b. with which the University is required to comply under section 36-65 of HESA.
'Institutional Performance Portfolio' (IPP) is a report which provides an historical record of a university's performance based on information provided by the university and an analysis of the Higher Education Data Collections. An IPP will be prepared by the Commonwealth for the University annually using the latest available data.

'Institutional Performance Portfolio Information Collection' (IPPIC) is a set of Commonwealth instructions requesting that universities provide a submission to the Commonwealth, endorsed by the university's chief executive, that includes student, staff, financial and research information needed for the preparation of an Institutional Performance Portfolio for that university.

'Minister' means either or both of the Tertiary Education Minister and the Research Minister.

'Mission' means the University's Mission set out at Part One of this Compact as amended in accordance with the variation provisions in this Compact from time to time.

'Research Minister' means the Minister administering the Australian Research Council Act 2001.

'TEQSA' means the Tertiary Education Quality and Standards Agency.

'University' means University of the Sunshine Coast ABN 28 441 859 157

'University's Confidential Information' means the information referred to at Attachment C to this Compact as 'University Confidential Information' or that the Commonwealth otherwise agrees in writing is 'University Confidential Information', but does not include information that is or becomes public knowledge, except due to non-compliance with this Compact.
SIGNED for and on behalf of the UNIVERSITY OF THE SUNSHINE COAST
by

Signature

Professor Greg Hill
the Vice-Chancellor and President
In the Presence of:

WITNESS
NOELA CAY BURTON - EXECUTIVE OFFICER
Full name and occupation or profession of witness (Please print)

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA
by

Signature

David de Carvalho
the Group Manager
of Higher Education Group
of the Department of Education, Employment and Workplace Relations
a Delegate of the Minister for Tertiary Education, Skills, Jobs and Workplace Relations

In the Presence of:

WITNESS
VERONICA GILLIS, ASSISTANT DIRECTOR, HIGHER EDUCATION GROUP.
Full name and occupation or profession of witness (Please print)

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA
by

Signature

Anne Baly
the Head
of Research Division
of the Department of Innovation, Industry, Science and Research
a Delegate of the Minister for Innovation, Industry, Science and Research

In the Presence of:

WITNESS
VERONICA GILLIS, HIGHER EDUCATION GROUP, ASSISTANT DIRECTOR
Full name and occupation or profession of witness (Please print)
DEEWR provides a range of funding to the University under various legislative and/or contractual funding arrangements. The following is an indicative list of that funding. The table will be updated from time to time.

<table>
<thead>
<tr>
<th>Funding to be delivered during the Compact ($m)</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commonwealth Grant Scheme</strong></td>
<td></td>
</tr>
<tr>
<td>- Cluster funding</td>
<td>45.025</td>
</tr>
<tr>
<td>- Regional loading</td>
<td>1.160</td>
</tr>
<tr>
<td>- Enabling loading</td>
<td>0.805</td>
</tr>
<tr>
<td>- Transitional loading (Maths/Science)</td>
<td>3.189</td>
</tr>
<tr>
<td>- Advance payment for estimated over enrolment</td>
<td>5.018</td>
</tr>
<tr>
<td>- Facilitation Funding</td>
<td>1.018</td>
</tr>
<tr>
<td><strong>Higher Education Partnerships and Participation Program</strong></td>
<td></td>
</tr>
<tr>
<td>- Participation component</td>
<td>1.003</td>
</tr>
<tr>
<td>- Partnership component</td>
<td>0.356</td>
</tr>
<tr>
<td><strong>Disability Support Program</strong></td>
<td></td>
</tr>
<tr>
<td>- Additional support for students with disabilities</td>
<td>Not Yet Known</td>
</tr>
<tr>
<td>- Performance based funding</td>
<td>Not Yet Known</td>
</tr>
<tr>
<td><strong>Indigenous Support Program</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.255</td>
</tr>
<tr>
<td><strong>Commonwealth Scholarships Program</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.992</td>
</tr>
</tbody>
</table>
**University of the Sunshine Coast – Research Block Grant Funding for 2011**

<table>
<thead>
<tr>
<th>Funding Scheme</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Training Scheme (RTS)</td>
<td>$725,910</td>
</tr>
<tr>
<td>Australian Postgraduate Awards (APA)</td>
<td>$295,447</td>
</tr>
<tr>
<td>International Postgraduate Research Scholarships (IPRS)</td>
<td>$61,633</td>
</tr>
<tr>
<td>Research Infrastructure Block Grants Scheme (RIBG)</td>
<td>$127,008</td>
</tr>
<tr>
<td>Joint Research Engagement (JRE)</td>
<td>$462,990</td>
</tr>
<tr>
<td>Commercialisation Training Program (CTS)</td>
<td>$0</td>
</tr>
<tr>
<td>Sustainable Research Excellence (SRE) Base</td>
<td>$14,059</td>
</tr>
<tr>
<td>Sustainable Research Excellence (SRE) Threshold 1</td>
<td>$129,452</td>
</tr>
<tr>
<td>Sustainable Research Excellence (SRE) Threshold 2</td>
<td>$0</td>
</tr>
</tbody>
</table>

**University of the Sunshine Coast – Collaborative Research Networks Funding for 2011**

| Collaborative Research Networks (CRN)                    | $1,930,135 |

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*Page 54*
Not applicable.
Terms and Conditions of Funding Agreement between the Commonwealth and the University for the purposes of grants in respect of Performance Funding under section 30-25 of HESA

1. Agreement

1.1 Pursuant to clause 4.13 of the Compact, section 4 of the Compact together with the terms and conditions in this Attachment D of the Compact constitute the HESA Funding Agreement entered into by the Minister or his or her delegate (on behalf of the Commonwealth) with the University under section 30-25 of HESA, for the provision by the Commonwealth of Performance Funding to the University.

1.2 These terms and conditions apply only to Performance Funding and do not apply to any other agreement between the Commonwealth and the University entered into for the purposes of section 30-25 of HESA or for the purposes of any other legislative provision.

2. Eligibility

2.1 The University meets the requirements of subparagraph 30-1(1)(a)(i) or subparagraph 30-1(1)(a)(ii) of HESA.

2.2 It is a precondition to funding being provided under this agreement that the University does and will continue to meet the requirement in paragraph 30-1(1)(b) of HESA in each of the Grant years during the term of this agreement.

2.3 Entering into this agreement is a requirement under paragraph 30-1(1)(c) of HESA for a grant to be payable to the University under Part 2-2 of HESA for Performance Funding.

3. Term and Grant years

3.1 The term of this agreement is the same as the term of the Compact.

3.2 This agreement is made in respect of the Grant years 2011, 2012 and 2013.

4. Conditions additional to the HESA

4.1 Subject to subsections 30-25 (2A) and 30-25 (2B) of HESA, this agreement specifies conditions to which the grant is subject that are additional to the conditions to which the grant is subject under Division 36 of HESA.
5. Publication

5.1 The Compact, of which this agreement forms part, will be tabled in Parliament in accordance with subsection 30-25(4) of HESA.

6. Preconditions to receiving Performance Funding

6.1 Facilitation Funding

As a condition of the Facilitation Funding component of Performance Funding, in accordance with this agreement, the University must:
(a) inform the Commonwealth of strategies and goals for achieving the university’s teaching and learning mission described under clause 4.7 of the university’s 2011-13 Compact; and
(b) agree to the performance targets relating to specific Commonwealth goals contained in clause 4.14 of the 2011-2013 Compact.

6.2 Reward Funding

As a condition of the Reward Funding component of Performance Funding, in accordance with this agreement, the University must:
(a) agree performance targets as outlined in clause 4.14 of their 2011-2013 Compact agreement;
(b) supply performance data to the Commonwealth for all indicators as per the requirements set out in section 2 of the Performance Funding Technical Guidelines; and
(c) achieve the relevant excellence or improvement targets as outlined in clause 4.14 of their 2011-2013 Compact agreement.

7. University’s Grant Amount

7.1 Facilitation Funding

The University’s grant amount for the Facilitation Funding component of Performance Funding will be calculated in accordance with the Commonwealth Grants Scheme Guidelines Chapter 12 as in force from time to time during the term of this Agreement.

7.2 Reward Funding

The University’s grant amount for the Reward Funding component of Performance Funding will be calculated in accordance with the Commonwealth Grant Scheme Guidelines as in force from time to time during the term of this Agreement.
7.3 Performance Funding Grant Amount

The University’s total grant amount for Performance Funding in each Grant year (that is, the total of the amounts in that Grant year for Facilitation Funding and for Reward Funding) will be the University’s ‘Performance Funding Grant Amount’ for the purposes of Subsection 33-1(1A) of HESA.

8. Payment of Grant Amounts

8.1 Facilitation Funding

Subject to the University’s compliance with this agreement and with HESA, the Commonwealth will pay the Facilitation Funding Grant Amount to the University in accordance with the following timeframes and conditions:

(a) Facilitation Funding will be paid to eligible universities fortnightly commencing in 2011 and ending in December 2013, with the amount to be paid as per the calculations outlined in the Technical Guidelines.

(b) In accordance with section 164-5 of the Act, Facilitation Funding payments will be paid in such a way as the Minister determines, and at such times as the Secretary determines.

8.2 Reward Funding

Subject to the University’s compliance with this agreement and with HESA, the Commonwealth will pay the Reward Funding Grant Amount to the University in accordance with the following timeframes and conditions:

(a) Reward Funding will be paid to eligible universities in one instalment in the second half of each of 2012 and 2013, with the amount to be paid as per the calculations outlined in the Technical Guidelines.

(b) In accordance with section 164-5 of the Act, Reward Funding payments will be paid in such a way as the Minister determines, and at such times as the Secretary determines.

The University is not entitled to be paid any instalment of its Reward Funding Grant unless and until the Commonwealth is satisfied that the requirements for paying that instalment have been met.

9. Waiver

9.1 If either party does not exercise (or delays in exercising) any rights under this agreement, that failure or delay does not operate as a waiver of those rights.

9.2 Any waiver by either the Commonwealth or the University of any provision or right under this Agreement:

(a) must be in writing signed by that party’s representative;
(b) is effective only to the extent set out in the waiver; and
(c) does not prevent the further exercise of any right.

10. **Dispute resolution**

10.1 Subject to clause 10.3, the parties agree not to commence any legal proceedings in respect of any dispute arising under this agreement, which cannot be resolved by informal discussion, until the procedure provided by this clause 19 has been used.

10.2 The parties agree that any dispute arising during the course of this agreement is dealt with as follows:

(a) the party claiming that there is a dispute will send the other party a written notice setting out the nature of the dispute;
(b) the parties will try to resolve the dispute through direct negotiation by persons who they have given authority to resolve the dispute;
(c) the parties have 10 business days from the receipt of the notice to reach a resolution or to agree that the dispute is to be submitted to mediation or some alternative dispute resolution procedure; and

if:

(a) there is no resolution of the dispute;
(b) there is no agreement on submission of the dispute to mediation or some alternative dispute resolution procedure; or
(c) there is a submission to mediation or some other form of alternative dispute resolution procedure, but there is no resolution within 15 business days of the submission, or extended time as the parties may agree in writing before the expiration of the 15 business days,

then, either party may commence legal proceedings.

10.3 This clause 10 does not apply if:

(a) either party commences legal proceedings for urgent interlocutory relief;
(b) action is taken by Us under clause 20; or
(c) an authority of the Commonwealth, a State or Territory is investigating a breach or suspected breach of the law by the University.

10.4 Despite the existence of a dispute, both parties must (unless requested in writing by the other party not to do so) continue to perform their obligations under this agreement.

11. **Termination for default**

11.1 The Commonwealth may immediately terminate this agreement by giving written notice to the University of the termination if:
(a) the University fails to fulfil, or is in breach of any of its obligations under this agreement, and does not rectify the omission or breach within 10 business days of receiving a notice in writing from the Commonwealth to do so; or
(b) the University is unable to pay all its debts when they become due;

12. Notices

12.1 Notices under this Agreement must be sent to the addresses and in accordance with the procedures set out at clause 10.6 of the Compact.

13. Reports

13.1 The University must, during the term of this agreement, provide the Commonwealth with the following reports by the due dates set out below:
(a) a report on the provision of performance data by 31 December of each year.

13.2 The University owns the intellectual property rights in the reports and grants to the Commonwealth (or must arrange for the grant to the Commonwealth of) a permanent, irrevocable, free and non-exclusive license (including a right of sublicense) to use, publish or disclose the reports in any of the ways set out in subclause 10.4.1 of the Compact.

14. Applicable law and jurisdiction

14.1 The laws of the Australian Capital Territory apply to the interpretation of this agreement.

14.2 The parties agree to submit to the non-exclusive jurisdiction of the courts of the Australian Capital Territory and any courts which have jurisdiction to hear appeals from any of those courts in respect to any dispute under this agreement.

15. Entire agreement, variation and severance

15.1 This agreement records the entire agreement between the parties in relation to its subject matter.

15.2 Except for action the Commonwealth is expressly authorised or required to take elsewhere in this agreement or HESA, no variation of this agreement is binding unless it is agreed in writing and signed by the parties.

15.3 If a court or tribunal says any provision of this agreement has no effect or interprets a provision to reduce an obligation or right, this does not invalidate, or restrict the operation of, any other provision.
16. Interpretation

16.1 Words used in this Part D that are defined in HESA or in the Commonwealth Grants Scheme Guidelines have the same meaning in this Part D as they do in the document in which they are defined.

16.2 In this Part D:

'Compact' means the Mission Based Compact between the Commonwealth and the University of which this Attachment D forms part;

'Grant year' means a calendar year in respect of which the University has entered into this agreement;
ATTACHMENT E  PART 2-2 HESA FUNDING AGREEMENT BETWEEN THE COMMONWEALTH AND THE UNIVERSITY FOR THE PROVISION OF THE COMMONWEALTH GRANTS SCHEME FUNDING
Australian Government
Department of Education, Employment and Workplace Relations

Funding Agreement

between the

COMMONWEALTH OF AUSTRALIA
as represented by the
Minister for Tertiary Education
acting through his delegate in the
Department of Education, Employment and Workplace Relations

and

University of the Sunshine Coast

regarding funding
under the Commonwealth Grant Scheme in respect of the grant years 2009, 2010 and 2011

This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part may be reproduced by any process without the written permission of the Commonwealth of Australia acting through the Department of Education, Employment and Workplace Relations.
Parties and Recitals

**THIS AGREEMENT** is made on the date on which it is executed by the Commonwealth of Australia

**BETWEEN**

**THE COMMONWEALTH OF AUSTRALIA** represented by the Minister for Tertiary Education acting through his delegate in the Department of Education, Employment and Workplace Relations ('the Commonwealth’) [ABN 63 578 775 294]

**AND**

**UNIVERSITY OF THE SUNSHINE COAST, MAROOCHYDORE DC QLD 4558, ('Provider') [ABN 28 441 859 157].**

WHEREAS:

A. The Provider meets the requirement of either sub-paragraph 30-1(1)(a)(i) or sub-paragraph 30-1(1)(a)(ii) of HESA.

B. This funding agreement is made under sub-section 30-25(1) of HESA in respect of the Grant Years 2009, 2010 and 2011.

C. Entering this agreement is a requirement under paragraph 30-1(1)(c) of HESA for a Commonwealth Grant to be payable to the Provider under Part 2-2 of HESA.

D. Subject to subsections 30-25(2A) and 30-25(2B) of HESA, this funding agreement specifies conditions to which the Commonwealth Grant is subject that are additional to the conditions that apply to the Commonwealth Grant under Division 36 of HESA.

E. Under section 36-65 of HESA, the Provider must comply with this funding agreement.

F. This funding agreement will be tabled in Parliament in accordance with subsection 30-25(4) of HESA.

G. The parties acknowledge that:

(i) the Government has announced that Commonwealth Grant Scheme funding, and other funding under HESA, will be provided under new arrangements known as "compacts"; and

(ii) this funding agreement forms part of the compact between the parties from the inception of the compact.
NOW IT IS AGREED as follows:

Previous Agreement

1. The parties agree that the funding agreement made by them on 16 December 2009 for the
   Commonwealth to provide funding to the provider under the Commonwealth Grant Scheme in respect
   of the grant years 2009, 2010 and 2011 shall terminate on the date on which this Funding Agreement is
   made.

Allocation of places and basic grant amount

2. The total Number of Commonwealth Supported Places allocated to the Provider for each Funding
   Cluster for the Grant Years covered by this agreement is set out in Schedule 1 of this agreement.

3. The Provider’s Basic Grant Amount for each Grant Year is calculated in accordance with subsection
   33-5 of HESA. It is the sum of:

   3.1. for each Funding Cluster for which the Provider has an allocation of Commonwealth supported
       places – the amount worked out by multiplying:

   3.1.1. the Number of Commonwealth Supported Places allocated in relation to that funding
       cluster (as specified in Schedule 1 of this Agreement); by

   3.1.2. the Commonwealth Contribution Amount for a place in that Funding Cluster, specified in
       section 33-10 of HESA; and

   3.2. any regional loading to which the Provider is entitled, calculated in accordance with the
       Commonwealth Grant Scheme Guidelines; and

   3.3. any enabling loading to which the Provider is entitled, calculated in accordance with the
       Commonwealth Grant Scheme Guidelines; and

   3.4. any medical student loading to which the Provider is entitled, calculated in accordance with the
       Commonwealth Grant Scheme Guidelines; and

   3.5. any transitional loading to which the Provider is entitled, calculated in accordance with the
       Commonwealth Grant Scheme Guidelines.

4. The Department will notify the Provider before the start of each Grant Year as to what will be the Basic
   Grant Amount for that year.

5. The Basic Grant Amounts are subject to adjustments in accordance with subdivision 33-C of HESA.

Objective of grant and related conditions

6. The Provider acknowledges that the key objective of the Commonwealth in providing the
   Commonwealth Grant is to support the provision of a broad range of higher education opportunities
   for students, particularly at the undergraduate level, that is consistent with the Provider’s mission and
   strategic direction and to ensure the provision of places in certain designated disciplines or courses and
   at particular campuses.
Course-specific and campus-specific allocations

Allocation of new places

7. The Provider has been allocated New Places as shown below in Table 1. The Number of Commonwealth Supported Places in the designated course of study/discipline at the designated campus is to increase by the number allocated and the associated Pipeline over the actual number reported for the year prior to the allocation. Any changes require the prior written approval of the Commonwealth.

Table 1: Allocation of New Places to specific courses of study and campuses

<table>
<thead>
<tr>
<th>Commencement year</th>
<th>Course of study</th>
<th>Campus</th>
<th>Commencing EFTSL</th>
<th>Total EFTSL in each year (including pipeline allocations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Business</td>
<td>Sippy Downs</td>
<td>75</td>
<td>205.0781</td>
</tr>
<tr>
<td>2005</td>
<td>Communication and Media Studies</td>
<td>Sippy Downs</td>
<td>15</td>
<td>41.0156</td>
</tr>
<tr>
<td>2005</td>
<td>Enabling Science</td>
<td>Sippy Downs</td>
<td>50</td>
<td>136.7188</td>
</tr>
<tr>
<td>2005</td>
<td>Health Promotion</td>
<td>Sippy Downs</td>
<td>30</td>
<td>82.0313</td>
</tr>
<tr>
<td>2005</td>
<td>Human Movements</td>
<td>Sippy Downs</td>
<td>55</td>
<td>150.3906</td>
</tr>
<tr>
<td>2005</td>
<td>Human Welfare Studies</td>
<td>Sippy Downs</td>
<td>35</td>
<td>95.7031</td>
</tr>
<tr>
<td>2005</td>
<td>Nursing (Jointly run with Central Queensland University)</td>
<td>Sippy Downs</td>
<td>10</td>
<td>27.3438</td>
</tr>
<tr>
<td>2005</td>
<td>Secondary Education</td>
<td>Sippy Downs</td>
<td>120</td>
<td>328.125</td>
</tr>
<tr>
<td>2006</td>
<td>Education</td>
<td>Sippy Downs</td>
<td>20</td>
<td>54.6875</td>
</tr>
<tr>
<td>2006</td>
<td>Nursing</td>
<td>Sippy Downs</td>
<td>20</td>
<td>54.6875</td>
</tr>
<tr>
<td>2007</td>
<td>Bachelor of Nursing (Nursing with mental health major) - Nursing component</td>
<td>Sippy Downs</td>
<td>100</td>
<td>231.25</td>
</tr>
<tr>
<td>2007</td>
<td>Bachelor of Nursing (Nursing with mental health major) - Mental Health Nursing component</td>
<td>Sippy Downs</td>
<td>20</td>
<td>46.25</td>
</tr>
<tr>
<td>2007</td>
<td>Master of Mental Health Nursing</td>
<td>Sippy Downs</td>
<td>10</td>
<td>23.125</td>
</tr>
<tr>
<td>2007</td>
<td>Computer Science not elsewhere classified (Software Engineering)</td>
<td>Sippy Downs</td>
<td>10</td>
<td>23.125</td>
</tr>
<tr>
<td>2007</td>
<td>Teacher Education: Early Childhood (Education combined with Human Services)</td>
<td>Sippy Downs</td>
<td>40</td>
<td>92.5</td>
</tr>
<tr>
<td>2007</td>
<td>Teacher Education: Secondary (Secondary ICT Education - Undergraduate)</td>
<td>Sippy Downs</td>
<td>25</td>
<td>57.8125</td>
</tr>
<tr>
<td>2007</td>
<td>Undergraduate Nutrition and Dietetics</td>
<td>Sippy Downs</td>
<td>29</td>
<td>67.0625</td>
</tr>
<tr>
<td>2007</td>
<td>Undergraduate Social Work</td>
<td>Sippy Downs</td>
<td>20</td>
<td>46.25</td>
</tr>
<tr>
<td>2008</td>
<td>Bachelor of Occupational Therapy</td>
<td>Sippy Downs</td>
<td>30</td>
<td>52.5</td>
</tr>
<tr>
<td>2008</td>
<td>Bachelor of Science (Paramedic)</td>
<td>Sippy Downs</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>2008</td>
<td>Bachelor of Social Science (Psychology)</td>
<td>Sippy Downs</td>
<td>50</td>
<td>87.5</td>
</tr>
<tr>
<td>2008</td>
<td>Graduate Diploma of Special Education</td>
<td>Sippy Downs</td>
<td>15</td>
<td>26.25</td>
</tr>
<tr>
<td>2008</td>
<td>Bachelor of Engineering (Construction Management)</td>
<td>Sippy Downs</td>
<td>30</td>
<td>52.5</td>
</tr>
<tr>
<td>2008</td>
<td>Bachelor of Engineering (Water and Sustainable Resourcing)</td>
<td>Sippy Downs</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>2011</td>
<td>Bachelor of Education (Early Childhood Early Care)</td>
<td>Sippy Downs</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Bachelor of Early Childhood Education</td>
<td>Sippy Downs</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Allocation of aged care nursing places

8. The Provider has been allocated nursing places in the 2004 Budget as shown below in Table 2. The Provider must meet the following conditions and provide written evidence to the Commonwealth on request that the conditions continue to be met:

8.1. applicants for places who have experience working in the aged care industry must be given preference of access to these places;

8.2. course delivery must respond to the needs of students who continue to work in aged care; and

8.3. curriculum must meet the benchmarks of the Aged Care Care Component in Undergraduate Nursing Curricula – Principles Paper or demonstrate progress towards meeting these benchmarks.

Table 2: Allocation of aged care nursing places

<table>
<thead>
<tr>
<th>Commencement year</th>
<th>Course of study</th>
<th>Campus</th>
<th>Commencing EFTSL</th>
<th>Total EFTSL in each year (including pipeline allocations)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2009</td>
</tr>
</tbody>
</table>

Sustaining specialised and nationally significant courses

9. Before Closing a Course to which this clause applies, the Provider must consult the Commonwealth and obtain the Commonwealth’s approval for the closure.

9.1. In this clause, ‘Course’ means a Course of Study, or a major within a Course of Study, designed to prepare a student for entry to a specific occupation or to provide a specialised skill.

9.2. This clause applies only to Undergraduate Courses of Study, and Postgraduate Courses of Study in which at least 50 per cent of places are Commonwealth supported places.

9.3. This clause does not apply to a Course for which the Provider has had an intake for less than four consecutive academic years.

9.4. This clause applies to Courses in the following categories:

9.4.1. Courses that prepare students for entry to any occupation that is experiencing a National Skill Shortage;

9.4.2. Courses, the Closure of which would be likely to create a National Skill Shortage in an occupation because the Provider is a sole or dominant provider of the national skill base for that occupation;

9.4.3. specialised Courses directed at the regional economy, the closure of which would be likely to create serious detriment to the Skills Base of a Regional Economy; and

9.4.4. Courses for a Nationally Strategic Language.

9.5. In making a decision regarding a Course Closure, the Commonwealth will:

9.5.1. seek to reach a mutually agreeable arrangement with the Provider regarding the Course Closure;

9.5.2. have regard to student demand for the Course, the financial viability of the Course and the justification provided for a proposed Course Closure by the Provider;

9.5.3. assist the Provider to explore options to retain the Course, including through cooperation with another provider or the movement of Commonwealth supported places to another provider; and
9.5.4. not unreasonably withhold approval for a Course Closure so as to place an unreasonable financial burden on the Provider or place the Provider in a financially unviable position in regard to the Provider’s overall financial status.

Movement of load between campuses

10. The Provider must seek the Commonwealth’s prior written approval if the Provider proposes to move Commonwealth supported places to a new campus or another campus of the Provider that does not currently have an allocation of Commonwealth supported places.

Campus closures

11. The Provider must seek the Commonwealth’s prior written approval before closing a campus of the Provider.

Postgraduate places are for non-research courses of study

12. Any places allocated for Postgraduate Courses of Study are for non-research Courses of Study in accordance with the Minister’s determination under section 36-15(2)(b) of HESA, unless that determination is amended or revoked.

Additional conditions

Nursing clinical placement and teaching practicum

13. The Commonwealth Grant Scheme Funding Cluster rates for nursing and education units of study include amounts in recognition of the costs of nursing clinical placement and teaching practicum ($1,087 and $746 per EFTSL respectively in 2009). The Provider must use these amounts only for those purposes. The amounts for 2010 and 2011 will be the amounts in 2009 indexed in accordance with Part 5-6 of HESA. The Department will notify the Provider before the start of each Grant Year as to what will be the amounts for that year.

Applicable law and jurisdiction

14. The laws of the Australian Capital Territory apply to the interpretation of this agreement.

15. The parties agree to submit to the non-exclusive jurisdiction of the courts of the Australian Capital Territory and any courts which have jurisdiction to hear appeals from any of these courts in respect to any dispute under this agreement.

Entire agreement, variation and severance

16. This agreement records the entire agreement between the parties in relation to its subject matter.

17. Except for action the Commonwealth is expressly authorised or required to take elsewhere in this agreement or HESA, no variation of this agreement is binding unless it is agreed in writing and signed by the parties.

18. If a court or tribunal says any provision of this agreement has no effect or interprets a provision to reduce an obligation or right, this does not invalidate, or restrict the operation of, any other provision.

Notices

19. A party giving notice under this agreement must do so in writing or by Electronic Communication:

19.1. if given by the Provider, marked for the attention of the Group Manager of the Higher Education Group of the Department of Education, Employment and Workplace Relations or other person as notified in writing by the Commonwealth to the Provider; or

19.2. if given by the Commonwealth, marked for the attention of the Vice-Chancellor of the Provider or other person as notified in writing by the Provider to the Commonwealth; and

hand delivered or sent by pre-paid post or Electronic Communication to the address specified in subclause 19.3 of this agreement.
19.3. Address for notices to the Commonwealth:
   Group Manager
   Higher Education Group
   Department of Education, Employment and Workplace Relations
   GPO Box 9880
   Canberra ACT 2601

Address for notices to the Provider:

   Vice- Chancellor
   University of the Sunshine Coast
   MAROOCHYDORE DC QLD 4558

20. A notice given under clause 19 is taken to be received:

   20.1. If hand delivered, on delivery;

   20.2. If sent by pre-paid post, 5 business days after the date of posting; or

   20.3. If sent by Electronic Communication, at the time that would be the time of receipt under the
   Electronic Transactions Act 1999 if a notice was being given under a law of the Commonwealth.

Interpretation

21. In this agreement, unless the contrary intention appears:

   ‘ABN’ has the same meaning as it has in section 41 of the A New Tax System (Australian Business
   Number) Act 1999;

   ‘Basic Grant Amount’ has the same meaning as set out in item 1 of Schedule 1 of HESA;

   ‘Closing a Course’ or ‘Closure’ means the cessation of intake of students to a course by the Provider
   without its immediate replacement by a Course that leads to the same occupation or provides a similar
   specialised skill and includes any suspension of intake of students for more than one consecutive
   academic year;

   ‘Commencing EFTSL’ means the number of New Places allocated to the Provider in each year for
   commencing students;

   ‘Commonwealth Contribution Amount’ has the same meaning as set out in item 1 of Schedule 1 of
   HESA;

   ‘Commonwealth Grant’ is the grant payable to the Provider under Part 2-2 of HESA;

   ‘Department’ means the Department of Education, Employment and Workplace Relations;

   ‘Domestic student’ has the same meaning as set out in item 1 of Schedule 1 of HESA;

   ‘EFTSL’ has the same meaning as set out in item 1 of Schedule 1 of HESA;

   ‘Funding Cluster’ has the same meaning as set out in item 1 of Schedule 1 of HESA;

   ‘Grant Year’ refers to the calendar year for which the Provider has entered into this funding
   agreement;

   ‘HESA’ means the Higher Education Support Act 2003, as amended;

   ‘Nationally Strategic Language’ means Arabic or Bahasa Indonesian and any other language notified in
   writing by the Commonwealth;

‘New Places’ means a new allocation of Commonwealth supported places that increases the Provider’s Number of Commonwealth Supported Places compared to the previous year. Most New Places are phased in over a four year period using Pipeline allocations;

‘Number of Commonwealth Supported Places’ has the same meaning as set out in Item 1 of Schedule 1 of HESA;

‘Pipeline’ refers to the allocation of New Places for continuing students over a specified period of time. Most New Places use a standard Pipeline. Under the standard pipeline, if a Provider receives, for example, 60 new commencing places in 2005, the Provider will continue to receive 60 commencing places in each subsequent year. For the cohort of students who commence in 2005, the pipeline provides for an annual retention rate of 75 per cent for each of the subsequent three years. Therefore, funding for that cohort is 45 places in 2006, 34 places in 2007 and 25 places in 2008. In 2006, the Provider receives its allocation of 60 commencing places, plus the 75 per cent pipeline for the 2005 commencing places. In 2007, the Provider receives another 60 commencing places, 45 pipeline places for the 2006 cohort and 34 places for the 2005 cohort. This continues until the maximum is reached in the fourth year (2008 in this example). The Department will notify the Provider in writing if its New Places allocation does not use the standard Pipeline;

‘Postgraduate Course of Study’ has the same meaning as set out in Item 1 of Schedule 1 of HESA;

‘Skills Base of a Regional Economy’ will differ on a case by case basis. To help establish if Closing a Course is likely to create serious detriment to the Skills Base of a Regional Economy, the Department of Education, Employment and Workplace Relations State and Territory Skills Shortages Lists, available at http://www.workplace.gov.au/workplace/Publications/LabourMarketAnalysis/SkillShortages/StateandTerritorySkillsShortageLists/ should be consulted;

‘Undergraduate Course of Study’ has the same meaning as set out in Item 1 of Schedule 1 of HESA.

21.1. In this agreement, unless the contrary intention appears:

21.1.1. words in the singular include the plural and vice versa;

21.1.2. clause headings or words in bold format are inserted for convenience only, and have no effect in limiting or extending the language of provisions;

21.1.3. all references to dollars are to Australian dollars;

21.1.4. unless stated otherwise, a reference to legislation is to legislation of the Commonwealth, as amended from time to time;

21.1.5. an uncertainty or ambiguity in the meaning of a provision of this agreement will not be interpreted against a party just because that party prepared that provision; and

21.1.6. where a word or phrase is given a defined meaning, any other part of speech or grammatical form of that word or phrase has a corresponding meaning.

21.2. The schedules (and documents incorporated by reference, if any) form part of this agreement.
21.3. In the event of any conflict or inconsistency between any part of:

21.3.1. the terms and conditions contained in the clauses of this agreement;
21.3.2. the schedules;
21.3.3. documents incorporated by reference, if any,

then the material mentioned in any one of paragraphs 21.3.1 to 21.3.3 above has precedence over material mentioned in a subsequent paragraph, to the extent of any conflict or inconsistency.
### Schedule 1: Allocation of Commonwealth supported places and distribution by funding cluster for this agreement

<table>
<thead>
<tr>
<th>Item</th>
<th>Funding cluster</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of places (EFTSL)</td>
<td>Number of places (EFTSL)</td>
<td>Total number of places (EFTSL)</td>
<td>Number of places (EFTSL)</td>
</tr>
<tr>
<td>1</td>
<td>Law, Accounting, Administration, Economics, Commerce</td>
<td>595</td>
<td>613</td>
<td>620</td>
</tr>
<tr>
<td>2</td>
<td>Humanities</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics, statistics, behavioural science; social studies, computing, built environment, other Health (excluding allied health)</td>
<td>1,320</td>
<td>1,157</td>
<td>1,185</td>
</tr>
<tr>
<td>4</td>
<td>Education</td>
<td>0</td>
<td>227</td>
<td>323</td>
</tr>
<tr>
<td>5</td>
<td>Clinical psychology, allied health, foreign languages, visual and performing arts</td>
<td>763</td>
<td>811</td>
<td>829</td>
</tr>
<tr>
<td>6</td>
<td>Nursing</td>
<td>284</td>
<td>326</td>
<td>346</td>
</tr>
<tr>
<td>7</td>
<td>Engineering, science, surveying</td>
<td>712</td>
<td>732</td>
<td>742</td>
</tr>
<tr>
<td>8</td>
<td>Dentistry, medicine, veterinary science, agriculture</td>
<td>217</td>
<td>223</td>
<td>224</td>
</tr>
<tr>
<td>Total</td>
<td>3,940</td>
<td>4,146</td>
<td>4,287</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

(i) Calculations have been made using unrounded figures. However, only the rounded figures are displayed in the table.

(ii) 'EFTSL' in this table has the same meaning as it does in HESA.
SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by David Hazlehurst the Group Manager of the Higher Education Group of the Department of Education, Employment and Workplace Relations

日期: 21/4/11

在以下人员面前:

见证人: Christina Tieu, EA

全名及职业或执业: 请打印

SIGNED for and on behalf of

UNIVERSITY OF THE SUNSHINE COAST

Signature: [Signature]

Full name (please print): Professor Greg Hill

Position (Vice-Chancellor)