



Australian Government

Department of Education, Employment and Workplace Relations

Department of Innovation, Industry, Science and Research

Interim Agreement for Mission-Based Compacts

Between:

- The University of Notre Dame Australia
- The Australian Government

For the period:

1 January 2010 - 31 December 2010

SECTION ONE

Preamble

Compacts

In 2010, the Australian Government and The University of Notre Dame Australia will agree a mission-based compact commencing in 2011. Compacts will be agreements between universities and the Australian Government detailing public funding commitments and reciprocal institutional commitments. They will support universities to pursue their distinctive missions and to contribute to the Australian Government's aspirations for the higher education sector as whole.

This 2009 Interim Agreement is a transitional arrangement, pending finalisation of the first compact in 2010.

Compacts and Interim Agreements will be based on mutual respect, trust and shared goals to improve students' educational experiences and outcomes and to build research capacity and international competitiveness. As noted by the Prime Minister, compacts herald a new era for the operation and funding of Australian higher education. They will play a key role in implementing the Australian Government's reforms and in ensuring improved outcomes from increased Australian Government investment in higher education. Compacts will be underpinned by information and data provided through the Interim Agreement discussions and by other means in order to support the programs and priorities of the Department of Education, Employment and Workplace Relations and the Department of Innovation, Industry, Science and Research.

The Department of Education, Employment and Workplace Relations and the Department of Innovation, Industry, Science and Research will also look to discuss underpinning activities which might inform mission-based compacts, including those supported through the Education Investment Fund and other programs. This will enable a comprehensive analysis of the University's activities in order to drive a reformed university system that promotes excellence, sustainability, transparency, performance, collaboration, international engagement and innovation.

Compacts will facilitate:

- a focus on excellence within the mission of each university irrespective of its distinctive strategic direction;
- transparency in decision making with respect to compact agreements and provision of public funding being open to external scrutiny, and based on a fair application of consistent rules;
- accountability for outcomes, with universities and the Australian Government sharing responsibility to report publicly on performance against clear and measurable goals; and
- a strengthened funding and accountability framework, supported by appropriate and reasonable reporting requirements.

The Australian Government's ambitions for higher education and innovation

The Australian Government's vision for the higher education sector is set out in *Transforming Australia's Higher Education System*. Higher education is central to achieving the key objectives for the nation's future, including:

- **A stronger Australia** – boosting Australia's share of high skilled jobs and productivity growth will require a highly skilled workforce that can rapidly adapt to meet future challenges; and
- **A fairer Australia** – all Australians will benefit from widespread equitable access to a diverse tertiary education sector that allows each individual to develop and reach their potential. Society as a whole will benefit from the widespread application of cutting-edge research.

In supporting these objectives, the Australian Government's ambitions for higher education include:

- producing graduates with the knowledge, skills and understandings for full participation in society and the economy;
- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so;
- providing students with a stimulating and rewarding higher education experience;
- playing a pivotal role in the national research and innovation system through generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;
- being amongst the leading OECD countries in terms of participation and performance.

The higher education system also plays a crucial role in supporting innovation. The Australian Government's policy statement, *Powering Ideas - An Innovation Agenda for the 21st Century* outlines its aspirations for innovation over the next decade which include:

- progressively increasing the number of research groups performing at world-class levels, as measured by international performance benchmarks;
- progressively addressing the gap in funding for indirect costs related to Australian competitive grants;
- promoting collaboration by encouraging universities to organise themselves into hubs and spokes and to pursue opportunities to undertake industry-driven research more vigorously;
- helping smaller and regional universities develop their research capacity by teaming up with other institutions; and
- significantly increasing the number of students completing higher degrees by research over the next decade.

Principles

The principles under which Australian Government funding for higher education is provided are:

- opportunity for all, especially for those students from groups under-represented in higher education;
- access to university based on merit;
- world-class teaching and learning that advances the international standing of Australian education;

- world class research and research training that advances knowledge, critical thinking and Australia's international standing;
- responsiveness to the economic and social needs of the community, region, state, nation and the international community;
- a sustainable higher-education sector; and
- academic freedom and institutional autonomy.

Australian Government support for higher education

The Australian Government announced a 10-year reform agenda for higher education and research in *Transforming Australia's Higher Education System*. An outline of the new initiatives announced as part of that package is included at Attachment A.

University mission

The University of Notre Dame Australia (Notre Dame) was established by an Act of the Parliament of Western Australia on 21 December 1989 and by a Canonical Statute of the Archdiocese of Perth on 2 July 1991.

Notre Dame is a Catholic University, as established through its Canonical Statute and as recognised in its enabling Act of Parliament. The Objects of the University, which are defined in section 5 of The University of Notre Dame Australia Act, 1989, are:

- (a) *The provision of university education, within a context of Catholic faith and values, and*
- (b) *The provision of an excellent standard of:*
 - (i) *Teaching, scholarship and research;*
 - (ii) *Training for the professions; and*
 - (iii) *Pastoral care for its students.*

Notre Dame is a not for profit private university. While given full recognition as a university by government (through the passing of the Act of Parliament by the state government of Western Australia), Notre Dame commenced life as an entirely privately funded venture and without any government financial support. Recognition by successive governments of the important role Notre Dame plays in the National Priority Areas of Health, Teacher Education and in Indigenous Education on the Broome Campus, led to the allocation of Australian Government funding to Notre Dame to support student places in Medicine, Nursing and Education on its Fremantle and Sydney Campuses and for students on its Broome Campus. Notre Dame also receives Commonwealth research funding, and has access to capital grants for facilities. It receives low interest loans from the Western Australian State Government for some of its capital projects in that State.

Notwithstanding the recognition of Notre Dame by the state and the receipt of Government funding to support it in its pursuit of promoting the public good through the provision of university education, Notre Dame identifies itself as 'private' because it was not 'created' by the state and is not 'owned' by the state.

The University's mission has always been clearly and publicly articulated. It seeks to offer a distinctive and unique option to university students characterised by:

1. Its Catholic nature, which among many other things dictates that education is more than knowledge or skills acquisition but rather, is holistic and should provide education for all aspects of the human person.
2. Its commitment to the provision of high quality undergraduate degrees which are designed to make graduates 'professionally competent' and 'ethically and socially aware'.
3. Its commitment to excellent teaching (which is underpinned by excellent scholarship) and its refusal to compromise on teaching excellence.
4. Its commitment to providing students with excellent pastoral care and support.
5. A dedicated and passionate staff body who are committed to achieving excellence in all aspects of the University's mission.

What the University is doing at present

Today, the University has three campuses located in Fremantle, Broome and Sydney. It also operates clinical medical training in Victoria, through the Sydney Medical School. It offers pre-university, undergraduate and postgraduate courses through campus based schools operating within the framework of the following eight national Colleges:

- Arts and Sciences (Fremantle, Broome and Sydney)
- Business (Fremantle and Sydney)
- Education (Fremantle, Broome and Sydney)
- Health Sciences (Fremantle)
- Law (Fremantle and Sydney)
- Medicine (Fremantle and Sydney)
- Nursing (Fremantle, Broome and Sydney)
- Philosophy and Theology (Fremantle and Sydney)

In addition to these higher education courses, Notre Dame also offers a number of Vocational Education and Training (VET) courses in Nursing and Education on its Broome campus.

The University's enrolments have increased from the inaugural enrolment of approximately 70 post graduate EFTSL in 1992, to approximately 6800 EFTSL in 2009. Approximately 64% of the student enrolments are based on the Fremantle Campus, 34% are based on the Sydney Campus and 2% are based on the Broome Campus. More than 90% of the current student population are domestic students and approximately 95% are enrolled in undergraduate degrees.

The University's internal evaluative processes and those conducted by external third parties clearly demonstrate that the University is fulfilling its mission in providing excellence in teaching, scholarship, training for the professions and pastoral care of its students.

Specifically, the University's strengths are:

Teaching and Learning

1. The provision of professional degree programs which are characterised by:
 - (a) Excellence in teaching, evidenced by both internal and external teaching reviews; underpinned by all employment practices of the University which emphasise the importance of excellence in teaching; and the Notre Dame Graduate Certificate in Higher Education offered to all academic staff to enable them to improve their teaching skills.
 - (b) The incorporation of sound theoretical knowledge, professional skills and a strong broad liberal education base, including an emphasis on ethical understanding and responsibilities.
 - (c) Excellence in training for the professions which is evidenced by:
 - (i) Strong links with professional bodies, and the establishment of Advisory Boards, with input into curriculum development, training needs and employment opportunities;
 - (ii) The University's engagement with all externally run accreditation processes and the resultant accreditation afforded to the degree programs;

- (iii) The inclusion of strong practicum and/or internship requirements in professional degrees.
 - (d) The incorporation of a compulsory Core Curriculum in all undergraduate degree programs of units drawn from Philosophy, Ethics and Theology to ensure that students are provided with a strong liberal education base which is reflective of the Catholic traditions and philosophy of the University.
 - (e) An emphasis on pastoral care for students, which is achieved through small class sizes, close interaction between staff and students, additional academic and general support services and a requirement in all employment contracts that staff support and provide pastoral care.
 - (f) Student retention rates which are well above the 75% pipeline of the Commonwealth Government.
2. The University's unique Admissions System which is multifaceted and incorporates criteria assessing academic suitability but also community contribution, such as voluntary activity with disadvantaged and leadership activities.
 3. The provision of very successful and popular Tertiary Enabling Programs (TEP) on all three campuses, providing an opportunity for students to upgrade skills and gain the necessary maturity, self directed learning skills and confidence to succeed in higher education.
 4. The provision of VET pathways on the Broome Campus in the areas of Nursing and Teacher Education, providing multiple entry and exit points which facilitate and encourage retention and success.
 5. Led by the Broome Campus, the University gives special attention in curriculum, course design and student support to the advancement of indigenous people and the promotion of reconciliation between Indigenous and non-Indigenous people of Australia.

Infrastructure

The University has invested heavily in ensuring that all campuses are recognised for their physical beauty and functionality.

Regional Engagement

The University makes a significant investment in regional Australia, primarily through the operation of its Broome Campus. The Broome Campus operates as both a VET provider and a higher education provider in the areas of Nursing, Teacher Education and Aboriginal Studies.

Despite making a significant loss on the Broome Campus, the University recently undertook a comprehensive review of the campus operations, and has resolved to continue its commitment to Broome until at least 2012. Plans for strengthening the position of the Broome Campus are outlined below.

The University also has significant regional engagement through its rural clinical schools, operating in WA and in NSW and Victoria, through which at least 25% of our medical students must spend a whole year in a clinical rural placement and all students have at least 4 weeks rural exposure throughout their degree program..

Collaboration

The University has built up strong collaborative relationships with other higher education providers and with industry, in WA, NSW and Victoria. These include collaborative teaching programs, research activities and the provision by schools and health services of clinical training places.

International Engagement

The University has established strong international relationships with a number of Catholic Universities in the United States. The longest standing relationship has been with The University of Notre Dame Du Lac in South Bend Indiana (NDUS), which has a cohort of NDUS students study and an NDUS academic staff member teach on the Fremantle Campus of Notre Dame every year. Since that time, the University has built up equally strong relationships with Portland University in Portland and The College of St Benedict and St John's University in Minnesota. Smaller, but equally as important study abroad and exchange relationships exist with Catholic University of America, St Mary's College in Indiana, Boston College, Sacred Heart University and Iona College.

Research

Over the last 12 months, as fitting its stage of development, the University has started to increase its emphasis and focus on research activity within the University. This has been undertaken in the following ways:

1. The University has established three Research Centres across the University, within which the University has directed research investment and infrastructure. These centres have a whole of University remit and are designed to be interdisciplinary and engage in collaborative research where appropriate. The Centres are:
 - (a) The Nulungu Centre for Indigenous Studies;
 - (b) The Institute for Health and Rehabilitation Research, and
 - (c) The Centre for Faith, Ethics and Society.
2. The University has engaged staff in specific research areas, including Research Managers on the Fremantle and Sydney Campuses, a Grants Officer, and staff engaged in managing and overseeing the Ethics Committees and Intellectual Property.
3. The University has increased its level of PhD and Masters by Research completions, and has undertaken a comprehensive review of admissions, regulations and research student governance.

What the University aspires to be

In the short to medium term, the University intends to build on its current foundations and strengths and reinforce its reputation as a distinctive Catholic university within the Australian higher education sector. It seeks to retain and build on its reputation for delivering excellent professional degree programs, which incorporate theoretical knowledge, professional skills and ethical competency. It seeks to ensure that all undergraduate students who complete their studies do so with a firm foundation in the Liberal Arts, as delivered through the University's Core Curriculum. It seeks to maintain its emphasis on pastoral care for students and to provide a comparatively small, welcoming learning environment in which every student is encouraged and supported in their studies. It seeks to fulfil its agreement with the Commonwealth Government in providing excellence in teaching in the national priority areas of Health, Teacher Education and Indigenous Education.

Teaching and Learning

The University has set itself the strategic goal of achieving an enrolment base of approximately 10,000 higher education EFTSL across its three campuses by 2018. These enrolments will be equally spread across the Fremantle and Sydney Campuses (approximately 49% each) and up to 2% on the Broome Campus.

Notre Dame is seeking to enrol a student body which reflects the following:

- 90% undergraduate students (including Honours students)
- 10% postgraduate students (of which between one quarter to one half will be research degree students)
- 90% domestic students
- 10% international students.

Notre Dame currently teaches across eight Colleges, in 15 Schools. Courses are offered in Arts & Sciences, Business, Education, Health Sciences, Law, Medicine, Nursing and Philosophy & Theology. All Schools operate on the Fremantle Campus, all bar Health Sciences currently operate in Sydney and the Schools of Arts & Sciences, Nursing and Education currently operate in Broome. Notre Dame will continue to build numbers in all existing Schools, with particular emphasis on Health and Education, and will seek to open a School of Health Sciences on the Sydney Campus by 2012 and develop new courses on the Broome Campus.

In 2010, Notre Dame is opening specialised "Academic Enabling and Support Centres" on its Fremantle and Sydney Campuses. The Centres are designed to promote the goals of equity and access and each Centre will deliver the University's current Tertiary Enabling Program; develop and deliver a full year transitional or foundation year of studies to assist students who need additional support to bridge the gap between school / VET / work and higher education studies and it will also provide academic programs in literacy and learning skills and specialised academic support.

Infrastructure

On the Fremantle Campus, the oldest of the three campuses, the University is undertaking a progressive maintenance program of all facilities and will take steps to consolidate the size of the physical infrastructure to ensure that the facilities offered to students continue to be first class.

The University will be seeking to acquire and build new capital infrastructure which is critical to meet current and projected teaching and research needs on its Sydney Campus. The rapid growth has required Notre Dame to invest in capital at a far earlier point than originally anticipated. This need is very urgent. The University will also be engaging in comprehensive capital works on a number of hospital sites throughout NSW and Victoria to ensure that the Clinical Training facilities for the Sydney School of Medicine are of the highest quality.

The University is progressively upgrading the IT infrastructure and services to ensure that teaching and learning on and off Campus is enhanced, and to enable greater opportunities for cross campus collaboration.

Regional

The two main strategic goals of Notre Dame, Broome over the next four to five years are:

1. Build student numbers on the Campus and improve the financial viability of the Campus. It is envisaged this will be done by a combination of:
 - (a) Developing new courses on the Broome Campus;
 - (b) Further development of Pathways Programs, using the University's status as an RTO in Broome to deliver fully articulated programs in Nursing and Teacher Education;
 - (c) Building on the emerging links with other tertiary education providers and Indigenous bodies in the Kimberley to form a "hub" or unified and cohesive approach to post school education in the Kimberley; and
 - (d) Building up 'study centres' in remote areas, such as Derby and Fitzroy Crossing, in collaboration with other providers, to enhance access and support to remote areas.
2. Build on the research output and activities which have commenced in the Nulungu Centre for Indigenous Studies and pursue external funding and collaboration with third parties education providers and local Indigenous bodies.

Collaboration

The University will build on its existing relationships over the next three to five year period and to utilise these relationships to develop further collaborations, particularly in research and outreach activities.

International

The University has set a modest international enrolment target of 10% of the 10,000 EFTSL.

The University seeks to continue its successful Study Abroad and Exchange program on the Fremantle Campus, and to establish new partnerships and opportunities on the Sydney Campus.

Research

In order to fulfil its mission, Notre Dame is building its research efforts to raise them to the same high standards the University is achieving in all other aspects of its mission. Notre Dame has chosen to focus its research growth strategies towards its priority areas of Health (including Medicine, Nursing and Health Sciences), Education, Indigenous Studies, Philosophy, Theology and Ethics. The focus will be on interdisciplinary research and the University is actively pursuing intra and inter institutional collaboration.

In order to achieve this, the University has committed to the following:

1. Implementing policy and employment changes to foster and build the research capacity of staff and to achieve a staffing profile in the key research focus areas of no less than 75% of the full and part-time staff holding a Higher Degree by Research qualification.
2. Building the research capacity and output in the three Research Centres opened by the University over the last three years,
3. Building up the number of postgraduate research students in our key research priority areas so that they comprise between 2.5% and 5% of the University student body by 2018. To do this, the University will be expanding its funding sources for research scholarships.

The University's plans for supporting its aspirations

In order to achieve its goals over the coming years, the University has committed to the following:

1. Undertaking significant capital works, particularly in Sydney to ensure the University has the physical capacity to support and house its proposed student growth. While needing Government support to undertake this work, the University will also launch a dedicated fundraising project for this capital project in 2010.

Fundraising targets to be set and approved by the University Board in 2010, and achievements measured annually against those targets.

2. Increasing expenditure in library infrastructure to ensure that the University has appropriate and adequate services for staff and students. The University will continue to use its internal evaluation mechanisms, such as student and staff surveys, to measure success.

The Board will set, within the context of the University's 5 year plan, incremental increases to the Library budget and expenditure will be measured and monitored annually. This increased expenditure will be monitored against the University's internal evaluative mechanisms to determine the impact of the increased expenditure.

3. Updating and changing its IT services and platforms to increase reliability and service provision to staff and students. The University will continue to use its internal evaluation mechanisms, such as student and staff surveys, to measure success.

The Board will set, within the context of the University's 5 year plan, incremental increases to the IT budget and expenditure will be measured and monitored annually. This increased expenditure will be monitored against the University's internal evaluative mechanisms to determine the impact of the increased expenditure.

4. Increasing recruitment activities and steadily increasing the enrolment numbers to reach the target of 10,000 EFTSL by 2018.

The University will continue to measure and monitor its student growth on a semester by semester basis, with reference to its comprehensive 10 year Strategic Plan.

5. Investing resources, both recurrent (staff costs) and capital costs, to provide facilities for the Enabling Centres in Fremantle and Sydney. The retention and success rates of Tertiary Enabling Program students and students engaged in other pathways activities will continue to be closely monitored to ensure that the work of the Centres is successful. The University will also monitor demographics of student population, with particular emphasis on the recruitment and retention of low SES students.

The Academic Enabling and Support Centres will measure and monitor University recruitment, retention and success rates of all its planned outreach and pathways activities. These will be reviewed on an annual basis by University management and reported annually to the Board.

6. Developing and changing staffing conditions, such that research active staff, particularly in the University's key research areas, have increased opportunities for research intensive periods of employment, while at all times maintaining the clear and unequivocal requirement on all staff that they are committed to providing excellence in teaching and pastoral care.

The University will start introducing changes to employment conditions in 2010 – with a roll out period of 3 – 4 years.

7. Continuing to incrementally increase the staffing profile and resources allocated to the established Research Centres of the University such that the research output is strengthened and increased.

The University will measure and monitor this output annually as part of its reporting obligations to its own Board and to Government.

8. Refocussing of research money within the University in order to provide additional student scholarships and bursaries.

The University will measure and monitor this output annually as part of its reporting obligations to its own Board and to Government.

9. Setting fundraising targets over the next three to five years which are designed to focus on 3 key priorities: Infrastructure, student scholarships and research.

Targets to be set and approved by the University Board in 2010, and achievements measured annually against those targets.

10. Maintaining the Broome Campus as a going concern for an initial period of three years (from 2009), and seeking to explore different courses, different funding sources and collaborations in a bid to improve the financial position of the Campus.

The University's management and Board will continue to monitor Broome Campus activities and its performance.

SECTION TWO

Teaching and Learning

The Commonwealth Grant Scheme funding agreement of December 2009 will remain in effect throughout the period of this Interim Agreement. Where eligible, other funding for 2010 will be delivered through a range of new and existing Australian Government teaching and learning programs.

The University and the Department of Education, Employment and Workplace Relations agree to work co-operatively to enable the Department to:

- finalise the framework for mission-based compacts during 2010; and
- develop a framework for performance funding, including appropriate teaching and learning performance indicators, which will be used to set targets for performance funding in the 2011 compact.

No funding is contingent on the teaching and learning component of this Interim Agreement.

SECTION THREE

Research and Research Training

Funding under the Higher Education Support Act 2003

In 2010, the Department of Innovation, Industry, Science and Research (Department of Innovation) will provide the University with funding from a suite of research block grant programs including the Research Training Scheme (RTS), Australian Postgraduate Awards (APA), International Postgraduate Research Scholarships (IPRS), Research Infrastructure Block Grants (RIBG) and Joint Research Engagement (JRE). These grants form the basis of this agreement. The Department of Innovation will also look to discuss how research collaboration, participation, engagement and excellence, supported by a broader range of the portfolio's programs, might inform mission-based compacts – see Attachment B.

The University and the Department of Innovation agree to work co-operatively to enable the Department to:

- finalise the framework for mission-based compacts during 2010; and
- develop performance indicators and targets to be used within the 2011 compact.

As part of this agreement, the Department may identify priority areas of research which align with the University's strengths and mission.

Sustainable Research Excellence in Australia (SRE)

The Department of Innovation has established the Sustainable Research Excellence in Universities (SRE) program, which supports excellence and contributes to a more sustainable University research sector, by ensuring that adequate funding is available to allow competitive grants for research to be effectively utilised.

The program will have three funding components:

- a Base component whereby 20 per cent of the funding provided will be allocated on the basis of the existing Research Infrastructure Block Grants (RIBG) formula, i.e. on the basis of the relative success of the institutions in attracting competitive research funds as calculated from schemes in the Australia Competitive Grants Register;
- A Threshold One funding component whereby up to 13 per cent of available SRE funding in any one year will be available to those universities participating in Transparent Costing and the Excellence in Research for Australia (ERA) initiative; and
- A Threshold Two component whereby 67 per cent of available SRE funding in any one year will be available for those universities participating in Transparent Costing and ERA and who meet specified performance targets.

The University acknowledges that its participation in SRE will be governed by this agreement and by processes administered by the Department of Innovation as part of this agreement. The University acknowledges that participation in both Transparent Costing and ERA is a prerequisite for receipt of funding under the Threshold 1 and Threshold 2 elements of SRE.

The University commits in this Agreement to working cooperatively with the Department of Innovation to finalise its Transparent Costing and ERA participation status based on the SRE framework set out in the SRE Guidance Paper, Transparent Costing Specification, SRE Conditions of Grant and any other related documents or processes published by DIISR.

Collaborative Research Networks program

The Collaborative Research Networks (CRN) program will assist smaller and regional universities to adapt to a research system driven more strongly by performance outcomes. From 1 July 2010 regional and smaller universities will be invited to make submissions which support areas of national importance. Funding will be made available to successful universities from 1 January 2011. CRN funding and the research activity it will support are therefore outside the scope of this Interim Agreement, but will be addressed in the compacts to be negotiated with universities in 2010.

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

Interim Agreement

This interim agreement covers the period from 1 January 2010 to 31 December 2010. It may be amended, if agreed in writing by all the parties

Signed on behalf of **The University of Notre Dame Australia**



Signature

CELIA HAMMOND
VICE CHANCELLOR

Name and position

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



Signature

Fiona Buffin
Group Manager
Higher Education Group

Name and position

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



Signature

Head, Research Division

Name and position

Summary of budget initiatives

Initiative	Description	Funding 2009-10 to 2012-13 \$m
Funding to support the low SES participation targets <ul style="list-style-type: none"> ▪ Partnerships ▪ Student loading 	In 2010 funding to support the low SES participation targets will be about 2 per cent of teaching and learning grants, and will increase to about 3 per cent in 2011. By 2012, equity funding will be broadly in line with the recommendation of the Bradley Review to increase it to 4 per cent of teaching and learning grants. <ul style="list-style-type: none"> ▪ Partnerships activities ▪ Student loading The funding will support the government's ambition to increase higher education enrolments of students from a low socio economic background to 20 per cent by 2020. This includes \$394 million new funds, plus existing Equity Support Program funding.	108 325
Demand driven entitlement system for domestic higher education students	Public funding will be provided for each undergraduate student eligible for a university place. Universities will continue to set their own entry standards, including entry requirements such as pre-requisite subjects, and make strategic decisions about course provision and their ultimate size.	491
Higher Education Loan Program (HELP) repayment reduction for education and nursing	Repayments for the Higher Education Loan Program (HELP) for eligible education and nursing graduates will be reduced if they work in a teaching or nursing profession. This proposal is aimed at addressing the skills shortages in both professions.	83
Increase in the maximum annual student contribution amount for education and nursing	The maximum annual student contribution amount for education and nursing will be increased, providing a direct increase in revenue to institutions offering these vital courses.	33
Indexation	Revised indexation for higher education funding will be introduced from 2012, with transitional arrangements for teaching and learning in 2011. The increase in indexation will provide funding security and certainty for institutions to support improved student-to-staff ratios and greater student engagement.	578
Sustainable Research Excellence in Universities	Increase in funding for the indirect costs of research, currently funded through the Research Infrastructure Block Grants (RIBGs). This will ensure resources are allocated rationally and used efficiently.	512
Joint Research Engagement	Replaces the Institutional Grants Scheme to encourage and support engagement with the end users of research.	-
Collaborative Research Networks	Networks to encourage institutions, particularly those in regional Australia, to form partnerships with universities with already established research strengths,	52

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

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

Enhanced Research Funding System

