



Australian Government

**Department of Industry, Innovation, Climate Change,
Science, Research and Tertiary Education**

2014-16 Mission-based Compact

Between:

The Commonwealth of Australia

and

The University of New South Wales

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This compact is between

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

The Minister for Tertiary Education, Skills, Science and Research

Assisted by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE)

ABN 77 599 608 295

Of

Industry House

10 Binara Street

Canberra ACT 2601

And

The University of New South Wales

ABN 57 195 873 179

A body corporate under the University of New South Wales Act 1989

Of

Sydney NSW 2052

(University)

CONTEXT

A. Policy Setting

The Australian Government believes all Australians are entitled to a productive, fair and prosperous life and our higher education system is crucial to achieving this. Universities impart the skills and knowledge Australians need to realise their personal and professional aspirations and contribute to the broad economic and knowledge base of our society including the cultural, health and civic wellbeing of the community.

Over the term of this mission-based compact (compact), Australian universities will confront a range of opportunities and challenges in fulfilling their social and economic remit. These opportunities and challenges include, but are not limited to, changing national and international educational markets, dynamic global financial arrangements including the rise of the Asian Century, new approaches to teaching and learning, rapidly changing information technologies and evolving priorities for research and innovation.

Australia's universities are well equipped to harness the opportunities and meet these challenges that lie ahead. The 2014-16 compact supports this process by articulating the major policy objectives and the diverse approaches and commitments universities will adopt to achieve these strategic goals over the term of the agreement.

B. The Purpose and Effect of this Compact

This compact is an agreement between the Commonwealth and the University. Entering into a compact is one of the quality and accountability requirements which a higher education provider must meet under the *Higher Education Support Act 2003* (HESA) as a condition of receiving a grant. Specifically, subsection 19-110(1) of HESA requires Table A and Table B providers must, in respect of each year for which a grant is paid to the provider under HESA, enter into a mission based compact with the Commonwealth for a period which includes that year.

The compact demonstrates 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 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, innovation, skills development, engagement and Aboriginal and Torres Strait Islander access and outcomes.

The Commonwealth and the University agree this compact will be published on Commonwealth websites and may be published on the University website.

C. Establishment of the Compact

The Commonwealth and the University agree the Term of this compact is from 1 January 2014 until 31 December 2016.

D. The Principles of Commonwealth Funding Support

The Commonwealth articulates its vision for the higher education sector, through *Transforming Australia's Higher Education System* (available at the [DIICCSRTE website](#)), and the role of universities in driving our national innovation system, through *Powering Ideas* (available at the [DIICCSRTE website](#)).

In supporting Australia's universities, the Commonwealth seeks to promote:

- academic freedom and institutional autonomy;
- a diverse and sustainable higher-education sector;
- opportunity for all;
- 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; and
- responsiveness to the economic, social and environmental needs of the community, region, state, nation and the international community through collaborative engagement.

To ensure Australia's higher education system remains robust and of high quality in a globally connected and competitive world, the Australian Government has adopted and implemented a number of system-wide quality measures including establishing the Higher Education Standards Framework, and the Tertiary Education Quality and Standards Agency (TEQSA).

E. The Structure of this Compact

Part One provides for the Commonwealth's focus for the compact and a description of the University's Mission Statement and Strategic Priorities.

Part Two provides for matters related to improving access and outcomes for Aboriginal and Torres Strait Islander people. It contains Commonwealth objectives, university strategies and performance indicators and targets.

Part Three provides for matters related to innovation, industry and skills and engagement. It also contains Commonwealth objectives, university strategies and performance indicators and targets.

Part Four provides for matters related to teaching and learning including student enrolments, quality, equity and infrastructure. It contains Commonwealth objectives, university strategies and equity targets.

Part Five provides for matters related to research and research training including research performance and research capability. It contains Commonwealth objectives, university strategies, performance indicators and targets.

Part Six provides for general provisions of the compact including compact review, privacy, confidentiality and information sharing, changing the compact and notices.

PART ONE: FOCUS & MISSION

The Commonwealth's Focus for this Compact

The Commonwealth's ambitions for higher education include:

- providing opportunities for people from all backgrounds to participate to their full potential and be supported to do so. This includes supporting the aspirations of Aboriginal and Torres Strait Islander people through improved access and support arrangements. The Commonwealth is committed to ensuring the rate of Aboriginal and Torres Strait Islander people participating in undergraduate and higher degrees by research (HDR), as well as staffing and academic representation, reaches population parity;
- providing students with a stimulating and rewarding higher education experience;
- producing graduates with the knowledge, skills and understanding for full participation in society and the economy;
- better aligning higher education and research with the needs of the economy, and building capacity to respond to future changes in skills needs;
- increasing universities' engagement with all parties and linkages between universities and Australian businesses in particular;
- playing a pivotal role in the national research and innovation system through the generation and dissemination of new knowledge and through the education, training and development of world class researchers across a wide range of intellectual disciplines;
- improving knowledge transfer and commercialisation outcomes;
- consistent with the Asian Century policy framework, ensuring education is at the forefront of Australia's engagement with Asia; and
- being amongst the leading Organisation for Economic Co-operation and Development (OECD) countries in terms of participation and performance.

In support of these objectives, the Commonwealth encourages universities to consider the following important measures in their planning and delivery:

- developing partnerships with schools and other organisations to improve the participation of people from disadvantaged backgrounds in higher education;
- working with business, industry and Vocational Education and Training (VET) providers to provide the Australian economy with the graduates it needs;
- the suite of performance measurement tools being developed through the Advancing Quality in Higher Education initiative, work on quality in research training, and a feasibility study on research impact assessment (including the possible implementation of a mechanism, separate from *Excellence in Research for Australia*, to evaluate the wider benefits of publicly funded research);
- applying the principles and procedures required to support a continuous improvement model for intellectual property; and
- the National Research Investment Plan, including the need for a strategic outlook to address Australian Government priorities and principles at a national level.

1 THE UNIVERSITY'S MISSION AND STRATEGIC PRIORITIES

1.1 The purpose of the University's Mission

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 the University's Mission may evolve.

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

1.2 The University's Mission and Strategic Priorities

Introduction to B2B

Blueprint to Beyond UNSW Strategic Intent (B2B) forms the enduring and overarching strategy for the University. We revisit it regularly, fine-tuning our goals in order to achieve our objectives and fulfil our aspiration.

Strategy involves choice. There are many goals that a leading research intensive university with our strengths could seek to achieve. We focus on what we do and can do best. Our strengths are built on our traditions of the highest academic standards, our record of leading the way with industry and community partnerships and our history of engaging internationally.

The UNSW Strategic Intent reflects the fundamental University mission of education, research and community engagement. It underpins our Faculty and Divisional plans, and its guiding principles and objectives inform our policies, procedures and processes.

Our challenge is to strive to fulfil our aspiration - to continuously improve our position as a leading research intensive university in Australia and a peer in good standing with the best globally, with strong traditions of excellence, innovation and social justice.

B2B is a strategy to enhance effectiveness and interdisciplinarity. We seek to minimise the barriers between faculties and disciplines, and between blue sky research and research of more immediate impact. The name B2B captures the idea of the practical application of research, as in "Bench to Bedside" in medicine, or "Bench to Building" in architecture.

The University will achieve its aspiration where students, staff and community work together, and where the University's capabilities and resources support that aim.

Strategy in Context

The University of New South Wales was established in 1949 to teach and conduct leading research in scientific, technological, and professional disciplines.

UNSW is distinctive in that it is the only Australian research intensive university established with this unique focus, modelled on universities such as MIT in the USA and European technical universities.

Foundation disciplines in engineering, science and the built environment were followed by professional disciplines, the humanities and social sciences, business, medicine, law and fine arts. UNSW is extremely focussed, with eight faculties in Sydney, and similar discipline offerings at the Australian Defence Force Academy - UNSW Canberra.

UNSW has strong connections with business, industry, government and the community. These are underpinned by a research culture reflected in impressive levels of research funding and achievement.

UNSW is Australia's most cosmopolitan university. Our Australian students come from diverse backgrounds, many being first in their family to university. We are also Australia's first international university, enrolling significant numbers of international students since 1951, with more than 120 countries now represented. UNSW maintains ongoing relationships with over 200 universities worldwide.

UNSW never stands still. In the words of our longest serving Chancellor, the late Gordon Samuels, our transformation since 1949 was achieved "very much under the ordinary time for the course" ... UNSW is "the epitome of the hungry fighter seeking success and recognition".

Aspiration

UNSW's aspiration is to continuously improve its position as a leading research intensive university in the Asia-Pacific region, focusing on contemporary and social issues through defined strengths in professional, scientific and technological fields.

We seek to make a significant contribution to the development of knowledge, to learning and teaching, to our students, and to society.

There are a number of critical terms that describe our aspiration:

1. **Leading:** To maintain and build upon our position amongst the top research-intensive universities globally.
2. **Research intensive:** Research is critical both for its own sake, and because it is reflected in our learning and teaching and community engagement.
3. **Asia-Pacific region:** We continue to build on our long and successful tradition of engagement with the region, deepening and broadening our international links.
4. **Contemporary and social issues:** Consistent with our B2B theme we concentrate on key issues in society.
5. **Defined strengths:** More than 90% of all research activity at UNSW is focused in areas of existing or emerging research strength. We identify existing strengths through a continuing process of review, and build in areas of emerging strategic significance, underpinned by fundamental and enabling knowledge in science and humanities. We also have a strong tradition of excellence in learning and teaching, regularly being ranked highly by students, graduates, employers and with the university sector.
6. **Professional, scientific and technological fields:** We cover a broad range of professions underpinned by science and the scientific method as appropriate to the disciplines involved. The most successful programs are interdisciplinary, fully engaging the humanities, social sciences and professional, scientific and technological disciplines in tackling important social issues.

Guiding Principles

In pursuing our aspiration, in terms of the way in which UNSW is led and managed, we value and will embed in what we do:

1. Academic freedom
2. Leadership
3. Innovation, initiative and creativity
4. Recognition of merit and excellence
5. Integrity and high ethical standards
6. Equity, opportunity and diversity
7. Mutual respect, collegiality, teamwork and high service standards
8. Professionalism, accountability and transparency
9. Safety
10. Environmental sustainability

UNSW Strategic Priorities and Objectives

UNSW Aspiration

Continuously improve our position as a leading research intensive university in the Asia-Pacific region, focusing on contemporary and social issues through defined strengths in professional, scientific and technological fields.

Student Experience

Develop globally focused graduates who are rigorous scholars, leaders and professionals

Research

Continue to build on our position as a peer of the best globally

Community Engagement

Be a valued partner with key communities

Capabilities

Improve leadership and operations

Resources

Maximise availability of resources and the assignment of resources to priority areas.

Objective and Strategies**Research**

Continue to build on our position as a peer of the best globally in research performance, concentrating on defined strengths by:

1. Retaining, attracting and developing leading, internationally recognised research staff and distinguished visitors, to achieve "critical mass" of research activity in key areas.
2. Providing an excellent research environment, with cutting-edge facilities and equipment.
3. Increasing the number of higher degree research students as a proportion of our total student body.
4. Publishing and communicating our research achievements in journals and outlets of the highest standing internationally, enhancing the reputation of UNSW and improving the profile of high-impact UNSW research and researchers.
5. Developing and expanding research linkages with industry in Australia and internationally, and encouraging strategic collaboration of our staff in areas of strength with the best in their fields globally.
6. Achieving best practice in identifying and obtaining research support.
7. Embedding professional values and integrity in our research culture.

Student Experience

Develop globally focused graduates who are rigorous scholars, capable of leadership and professional practice in an international community by:

1. Being a destination of choice for students with the highest potential irrespective of background.
2. Setting progressive, rigorous and internationally relevant curricula.
3. Ensuring learning and teaching environment that provides students with an outstanding learning experience through excellent teaching and exposure to research.
4. Enhancing capabilities, skills and knowledge of students to pursue professional careers nationally and internationally
5. Providing a contemporary and engaging campus environment.

Community Engagement

Be a valued partner with key communities, making an impact on contemporary issues by:

1. Being a source of expertise and thought leadership in our communities and a significant initiator of and contributor to public debate.
2. Driving expanding linkages and partnerships with donors, business, industry, the professions, schools, community organisations, government, academic and international bodies.
3. Developing and maintaining highly valued reciprocal relationships with alumni, former staff and visiting staff.

Capabilities

Improve underlying leadership and operational capabilities by:

1. Providing an environment attractive to staff of high quality.
2. Developing a strong leadership culture where supervisors are equipped to resolve staff issues at the local workplace level.
3. Maintaining a performance based meritocracy through:

- a) Continuously improving and investing in the capability of our staff
- b) Providing remuneration, rewards and opportunities aligned with performance
- c) Ensuring rigorous, fair processes for hiring, promotions and succession
- d) Ensuring regular performance reviews of high integrity.
4. Maintaining effective governance and management structures with clear accountabilities and interfaces.
5. Strengthening two-way communication between all staff.
6. Encouraging teamwork and ensuring high service standards.
7. Achieving best practice in safety.
8. Achieving high standards in environmental sustainability.

Resources

Maximise the availability of resources and the assignment of resources to priority areas by:

1. Making explicit and transparent choices in resource allocation between current and alternative strategic options.
2. Developing new and maximising existing sources of external income.
3. Supporting effective cost management and resource allocation through excellent staff, processes and systems.
4. Developing uniform, simplified, responsive and effective operating models and information systems.
5. Managing reputational, financial and operational risks effectively.

Source: Blueprint to Beyond <http://www.unsw.edu.au/about-us/strategic-intent>

PART TWO: ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

2 ABORIGINAL AND TORRES STRAIT ISLANDER ACCESS AND OUTCOMES

Part Two recognises the important role universities play in supporting Aboriginal and Torres Strait Islander people's personal and professional aspirations through the provision of accessible and supportive higher education programs. Increasing Aboriginal and Torres Strait Islander higher education participation and success is important given the direct benefits for Aboriginal and Torres Strait Islander individuals and communities and broader economic and social benefits for all Australians.

Universities are asked to detail their strategies and targets to improve Aboriginal and Torres Strait Islander access and outcomes over the compact period in this section. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional 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. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

2.1 Commonwealth Objectives

The Commonwealth is committed to enhancing the participation and outcomes for Aboriginal and Torres Strait Islander people in higher education consistent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage.

In realising this objective, the Commonwealth has set an aspirational national parity target for Aboriginal and Torres Strait Islander students and staff in higher education. The parity target equates to the proportion of the population aged between 15 and 64 years which is currently 2.3%.

To help achieve this aspirational national target, the Commonwealth has introduced a new focus on Aboriginal and Torres Strait Islander reporting in the compact as recommended by the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People*. Universities should report high level Aboriginal and Torres Strait Islander student and staffing plans and strategies in this part of the compact including performance targets for student enrolments, completions and numbers of general and academic staff. Universities may also report on Aboriginal and Torres Strait Islander initiatives under the Innovation and Engagement, Teaching and Learning and Research and Research Training parts of the compact.

2.2 University Strategies

Our vision is for our Indigenous Education Unit Nura Gili to be recognised nationally and internationally as a leader in achieving academic excellence in Indigenous higher education programs, research and educational support services. In our current review of Indigenous strategy we are taking into account the recommendations of the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People report and considering how the recommendations are relevant at UNSW.

In addition to Nura Gili, UNSW also hosts the Indigenous Law Centre and the Muru Marri Indigenous Health Unit.

Aboriginal and Torres Strait Islander University employment strategies

UNSW's Indigenous Employment Plan aims to increase Indigenous employment across UNSW in particular in academic positions and for current students.

Strategies to help increase the level of Indigenous employment within the University include:

- Maintaining and developing the Indigenous Staff Network;
- Providing opportunities for PhD and higher degree research students to engage with Nura Gili academic staff, and utilise the new spaces created for Indigenous research students;

- Dedicated programs targeted at recruiting Indigenous students for on-campus jobs including as recruitment ambassadors, outreach activities and ITAS tutors;
- Growing our own Indigenous academic staff by providing opportunities for graduates and final year students to engage in research activities and enrol in postgraduate research studies.

UNSW encourages Indigenous employment across campus and to more actively involve Faculties, Divisional Units and Human Resources in the development of initiatives. As part of our aim to encourage greater Indigenous employment across UNSW, our focus is:

- Developing a supportive and inclusive environment to retain our current Indigenous staff and offering career progression and professional development opportunities that will promote UNSW as an employer of choice; and
- Working with local Indigenous communities to increase and enhance the positive relationships they already have with UNSW.

Aboriginal and Torres Strait Islander higher education strategies

UNSW is committed to improving higher education outcomes for Indigenous Australians. Nura Gili's mission is to enrich Australia culturally and professionally, and to enhance the capacity of Indigenous communities and peoples to engage in all aspects of Australian society, through:

- Enrolling and successfully graduating significant numbers of Australian Indigenous students;
- Creating an inspiring and supportive intellectual environment that celebrates Indigenous heritage, diversity and the achievement of social justice;
- Leading and contributing to high quality research, scholarship and teaching that creates and disseminates new knowledge; and
- Striving for academic excellence.

Nura Gili's focus of activities includes:

1. **Academic pathways** – providing clear pathways to undergraduate and postgraduate learning opportunities that embrace Indigenous knowledge, cultures and histories;
2. **Market leading curricula** – setting a progressive curriculum that enables our students to reflect and engage critically with disciplines and their knowledge bases;
3. **Creative & impactful teaching & learning** – conducting teaching and learning engagements that provide opportunities for our students to develop their full potential;
4. **Student support & development** – developing high quality, tailored learning support programs and services for Indigenous students that enhance their capacity to successfully and sustainably participate in University life;
5. **Research & scholarship** – undertaking high quality research and scholarship that benefits the Indigenous community and the core functions of Nura Gili;
6. **Leadership, service and communications** – contributing as appropriate to University and community activities and informing community debate in areas where Nura Gili staff have skills and interest.

Strategies for increasing Indigenous Student Enrolments and Completions

UNSW has an aspirational target to increase Indigenous student enrolments to 500 by 2016. In addition to attracting students, a primary focus is to increase student retention, and completion of professional degrees. Recruitment is being addressed by revised recruitment and marketing strategies which are based upon ensuring that prospective students are put in touch with the degree and entry programs which are the best fit for their individual needs. Student retention is being addressed by the provision of much more systematic learning support for students throughout their UNSW career.

To achieve these outcomes Nura Gili's activities include:

- Pathway programs such as the Winter School, Spring Forum and Pre-Programs to attract students to UNSW;
- Enabling courses and programs for students prior to commencing their undergraduate studies;

- Transition and orientation support;
- Dedicated academic and learning staff for Indigenous students specialising in literacy and language, research and analytical skills, and mathematics and science;
- Utilisation of ITAS to support students, and development of Individual Learning Support plans;
- Monitoring and tracking of academic progress, in particular to reduce first year attrition and increase overall retention;
- Adopting a 'whole of student' approach by complementing academic strategies with student wellbeing activities such as financial wellbeing workshops.

Student cohort support strategies

Nura Gili and individual faculties contribute to the support of Indigenous students. For example, the Australian School of Business employs a program manager in Indigenous business education to coordinate the recruitment of students and monitoring of their academic progress. This role mentors students, assists with identifying suitable ITAS tutors, and works strategically to develop industry links that promote cadetships and other employment opportunities for students. The position also links students with Faculty academic support offered by the Education Development Unit including tutoring and academic assistance. The Faculty of Law employs a dedicated staff member to coordinate the teaching of programs specifically for Indigenous students including the Pre-Law program and enabling program in Law. The Faculty also has an Indigenous Legal Education Committee which works across the Faculty to support and coordinate initiatives; for example it's textbook lending scheme and developing links for research and internship opportunities for Indigenous students.

Financial assistance strategies

Individual financial assistance is provided through a suite of Scholarships targeted specifically towards Indigenous students in financial need. These include Commonwealth, UNSW and donor funded scholarships. Assistance is provided at both undergraduate and postgraduate levels, and across all Faculties. Information regarding Scholarships is distributed at targeted events, by mail to independent schools with an Indigenous program and through targeted websites.

We are currently working to improve this provision by:

- investigating reasons around why take up of some scholarships is small and how these can be better managed or adapted to improve their reach;
- ensuring that donations/sponsorships can be better matched to student need.

In addition, Indigenous students are able to apply for over 400 general UNSW scholarship opportunities.

We are also addressing strategies to support students with their financial wellbeing including coping with debt in order that their financial stress is reduced and they can focus on their studies.

2.3 Performance Indicators and Targets

The purpose of the Aboriginal and Torres Strait Islander performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives particularly its contribution to reaching national parity.

The University will aim to meet the Aboriginal and Torres Strait Islander targets set out in the following tables.

UNSW will aim to meet the engagement performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of all Aboriginal and Torres Strait Islander student enrolments ¹	248	306	350	420	500
Number of all Aboriginal and Torres Strait Islander student completions ²	22	26	35	50	65
Number of all Aboriginal and Torres Strait Islander professional/general staff ³	22	25	28	30	32
Number of all Aboriginal and Torres Strait Islander academic staff ⁴	13	16	19	21	23

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Student commencements					
- HDR	7	8	9	10	11
- UG	77	92	108	128	140
Student completions					
- HDR	1	1	1	2	3
- UG	10	15	18	21	25
Number of staff employed at senior staffing levels (Associate Professor and above)	3	3	4	5	6

¹ Refers to total undergraduate, postgraduate and HDR students by headcount

² See footnote 1 for definition

³ Refers to number by headcount

⁴ See footnote 3 for definition

Count of Indigenous Higher Degree Research Students by Year and Faculty

	DIICCSTRE Academic Year								
	2005	2006	2007	2008	2009	2010	2011	2012	2013
	ATSI	ATSI	ATSI	ATSI	ATSI	ATSI	ATSI	ATSI	ATSI
	N	N	N	N	N	N	N	N	N
Faculty									
Australian School of Business	.	.	.	.	1	1	1	1	1
College of Fine Arts	.	1	1	1	1	1	.	2	2
Faculty of Arts And Social Sciences	3	3	3	4	3	3	7	5	4
Faculty of Engineering	1	1	1	.	.	.	.	.	.
Faculty of Law	.	1	1	.	.	.	1	1	.
Faculty of Medicine	2	1	3	3	2	3	2	4	5
Faculty of Science	2	2	2	2	.	1	2	2	2
UNSW Canberra at ADFA	.	.	1	1	.	.	.	.	.
Total	8	9	12	11	7	9	13	15	14

3 INNOVATION AND ENGAGEMENT

Part Three recognises the important role of universities in our national innovation system, in boosting economic productivity contributions to improved social and environmental outcomes and growth, and in engaging, advancing and inspiring their communities. It also recognises that universities make an important contribution to building connections and partnerships that broaden and deepen Australia's understanding of Asia.

Under three themes: Innovation; Industry and Skills; and Engagement; universities are asked to detail their strategies and targets over the term of this compact. Principal Performance Indicators are compulsory and institutions may voluntarily nominate Optional 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. Each university should develop performance indicators and targets to reflect its individual performance and strategic direction.

3.1 Innovation

3.1.1 Commonwealth objectives

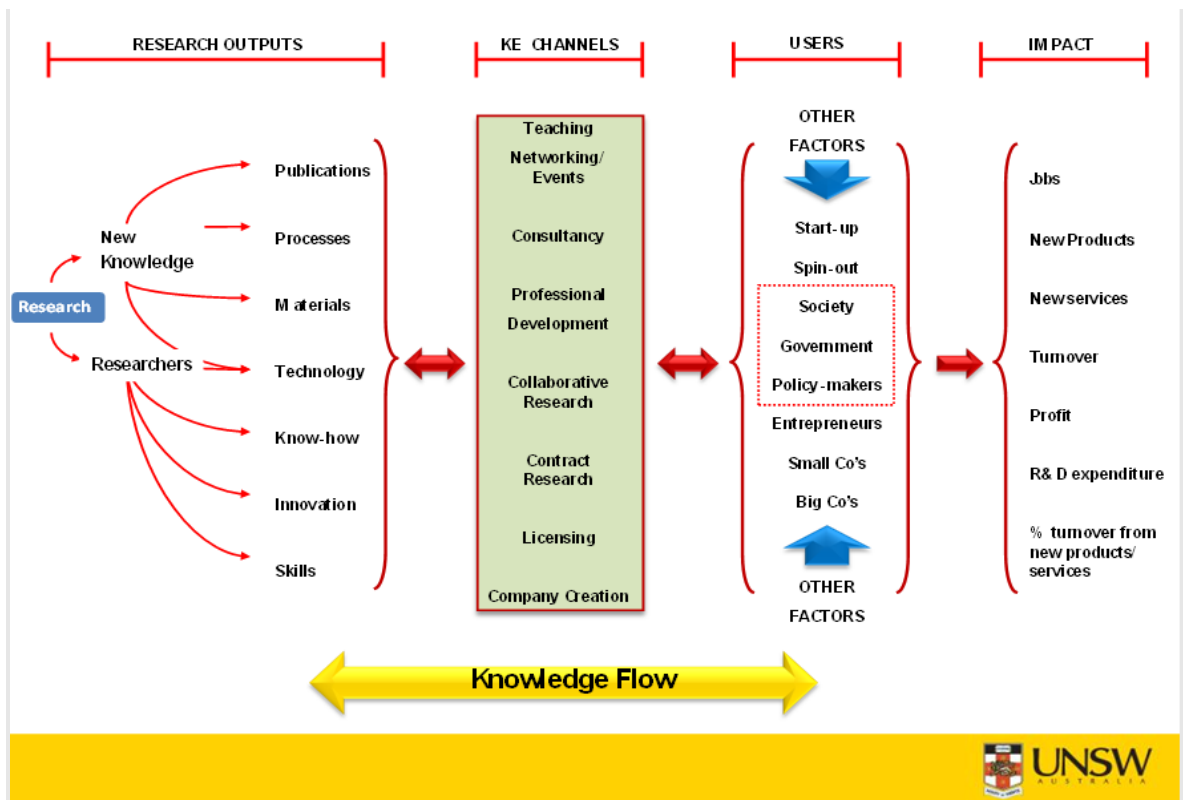
The Commonwealth seeks to build an innovation system that ensures Australia can meet the challenges and grasp the opportunities of the twenty-first century. The Commonwealth encourages innovation by supporting industry-led research, promoting knowledge-transfer activities and the commercialisation of research.

3.1.2 University strategies

UNSW is highly committed to contributing to innovation and engagement with industry as a key part of our knowledge transfer and dissemination mission. Engagement with public and private sector end-user organisations, along with entrepreneurial individuals including our postgraduate researchers, is critical to ensure UNSW's high quality research outputs are put to use to improve economic, social and environmental outcomes.

UNSW's strategy is two-pronged. Firstly, we seek to strengthen existing partnerships with industry and to build on these established relationships as a strong base to ensure delivery of innovative research solutions to current problems. Secondly, we have devised new processes and models of engagement with industry which have positioned us to initiate and participate in multi-partner collaborative relationships that are aligned with our research strengths.

We engage with users of research through a broad range of mechanisms from informal, short-term discussions to long term strategic partnerships, and in all cases seek to find ways in which the researchers and research-users can work together to create value for both parties. This mindset is central to our model, distinctly different from models where universities and companies see each other as competing over IP or financial returns.



The above diagram describes the Knowledge Flow of the Commercialisation process in university environments.

“Easy Access IP”

UNSW has introduced a new approach to managing IP, designed to address the commonly cited barriers to university/industry collaboration. The problems of over-valuation, over-negotiation, bureaucracy and slow response times have all been removed and most of UNSW’s IP can be accessed free via a one page licence agreement. Easy Access IP has been well received by industry, increasing the numbers of agreements made, and increasing both the number of companies engaging and the number of researchers seeking to engage with industry. By developing a model which aligns with the real interests and motivations of industry and researchers, we have significantly increased both activity and capacity within the system.

Our Innovation strategy is focused on optimizing the channels through which knowledge flows between UNSW and the research-users. The recent “Impact Exercise” undertaken jointly by the Go8 and ATN Universities looked at the right hand end of the system. We are focussed on maximising engagement in the middle of the system to enhance connection between research and impact.

Student Enterprise

Developing an innovative and entrepreneurial postgraduate researcher base is a crucial part of UNSW’s innovation strategy. We have appointed a dedicated Student Enterprise manager within NewSouth Innovations (NSi) to coordinate and support postgraduate researchers in the development of business ideas and their execution in the marketplace. Within NSi there is an ‘Innovation Bar’ where postgraduate researchers can work on business plans and ideas supported by NSi staff. A key aspect of the Student Enterprise strategy is to include innovation as part of the student experience and to create a cohort of innovative graduates who will become future research-users and research partners of the University with the potential for joint appointments, secondments and joint supervision of HDR candidates.

Commercialisation

For a small proportion of IP, commercialisation through licensing and spin-out companies is the most effective means of getting the research put to use. UNSW has a number of very high value technologies in this category, including photovoltaic and quantum computing. In these areas UNSW actively partners with the business, entrepreneurial and investment communities to maximise the value and impact of these technologies.

Intellectual Property Management

NSi assesses all new intellectual property created at UNSW and develops a strategy for the best approach to protection and commercialisation. The resulting portfolio of technology assets is marketed globally through in-bound and out-bound marketing channels. The current Intellectual Property portfolio consists of about 60 patent families, with more than 50 revenue-generating licences; currently four active spin-off companies are developing technology originated at UNSW with expectations of further spin-offs to come.

UNSW is a member of Uniseed, a \$61 million fund that has a commitment through pre-seed and early stage venture capital investment, to commercialise the outcomes of Australian research from the University of Queensland, the University of Melbourne and UNSW.

In addition to the direct promotion of technologies, NSi also promotes UNSW's broader research and development capabilities to industry – thus enabling UNSW to be an effective player in the global open innovation movement. NSi delivers value to the University and researchers through licensing, technology sales and the creation for UNSW developed spin-off companies including the raising of investment funds for these companies.

3.1.3 Performance indicators and targets

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

The University will report principal performance information and aim to meet the innovation performance indicators and targets set out in the following tables.

UNSW will aim to meet the engagement performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Information ⁵	2012		
Number of patent and plant breeder's rights families filed, issued and held	Filed 54	Issued 7	Held 115
Number of all active licences, options or assignments (LOAs) ⁶ executed and income derived	No. 54	Value(\$) 851,000	
Number and value of research contracts and consultancies executed ⁷	No. 461	Value(\$) 89,976,000	
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	Investment (\$) 102,000	Value(\$) 3,940,000	

⁵ 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 2013. 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 (i.e. trade marks).

⁶ 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.

⁷ 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>

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicator	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 4 Income	2.6M	\$3.6M	\$3.1M	\$3.1M	\$3.1M

Note: All calendar year references below refer to the previous year's data collection.

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of Easy Access IP License agreements	10	15	17	19	21

3.2 Industry and Skills

3.2.1 Commonwealth objectives

The Commonwealth encourages universities and employers to work together so that courses meet the needs of employers, where relevant. This may include integrating work and learning, meeting professional accreditation requirements and involving employers in course development and delivery.

3.2.2 University strategies

Many UNSW Faculties retain strong industry links through Faculty Advisory Councils, the involvement of industry personnel in classroom teaching, as well as through the conduct of innovative and relevant research in collaboration with key industries. Faculty Advisory Council members are leaders in their respective fields in business, government and professional associations. They provide a valuable link to industry and the community as they lend their expertise to our staff and postgraduate researchers and help shape teaching and research programs.

For example, The Australian School of Business (ASB) Advisory Council comprises of an external, expert and experienced group of industry practitioners who advise the ASB and serve as a reference point. Members of the Council's Executive Committee played an active role in developing and implementing the School's Strategic Plan, ASB 2015. In general, the Executive Committee enables the School to:

- Increase its engagement with business (and vice versa)
- Increase the relevance of its curriculum and research agendas
- Build links between the ASB and its stakeholders
- Raise the profile of, and build, the ASB's brand and reputation
- Engagement with students and alumni.

UNSW is also committed to the development of well-rounded researchers who understand the workforce needs of industry and other employers as well as supporting development of transferrable skills of high value to industry such as teamwork, innovation, communication and problem solving.

In 2013 and beyond, UNSW will introduce a researcher development framework that will support tailored programs for postgraduate researchers and staff to meet the needs of employers in their chosen field. The development of the framework will be informed by industry stakeholders and other professional groups and will integrate with the initiatives such as entrepreneurship programs being developed by NSi.

3.3 Engagement

3.3.1 Commonwealth objectives

As part of its social and economic remit and as an important precursor to innovation, the Commonwealth encourages universities to engage with all levels of government, other universities, businesses, schools, the vocational education and training sector, employers, the professions, research institutions and the wider community including international partners particularly those in the Asian region.

3.3.2 University strategies

UNSW has as its focus the development of long-term strategic collaborations and partnerships with high quality research organisations, researchers, industry and end-users. Engagement with public and private sector end-user organisations is critical to ensure our high quality research outputs are put to use to improve economic, social and environmental outcomes.

A distinctive feature of UNSW's research profile is end-user-focused research, driven primarily by the sciences, engineering, and technological and professional disciplines, underpinned by the humanities and social sciences. Consistent with this profile, UNSW continues to focus on strategies to engage industry and address applied research problems and increase knowledge transfer and commercialisation outcomes.

Strategies include:

- Support for researchers in engaging with industry and matching UNSW researchers' expertise with industry needs via:
 1. the **UNSW Research Strategy Office**, with a particular focus on large research centres and ARC Linkage and Industrial Transformation Research Program grants; NHMRC Partnership and Development Grants, and;
 2. the **UNSW Research Partnerships Unit**, with a particular focus on effectively managing new and existing Australian and international research partnerships with external organisations through formal affiliations (eg Medical Research Institutes and Hospitals) as well as contract research and consulting, and Researchers in Business;
- **New South Innovations** is the UNSW technology transfer company responsible for securing easy access IP deals as well as commercialisation opportunities. NSi runs a program of Technology Insight Forums and researcher-industry "sand-pits" where new and/or existing external partners are brought together with our best researchers to provide exposure to industry sectors and foster ideas that lead to real world technical solutions to current industry problems. In all cases, the goals are to move UNSW research outputs into the economy and society, provide UNSW researchers with a pipeline of research opportunities relevant to the community at large, and ultimately demonstrate the high impact of UNSW research.
- An **International Research Strategy** focusing on international partnerships, research funding, researcher mobility and showcasing UNSW researchers and research. Partnerships with a limited number of top-tier Universities with similar focus to UNSW and who are engaged in research that is of importance to regional and social issues. Our end-user focus enables us to build targeted partnerships in Asia and beyond. Recent examples of our international engagement include Hyundai Steel (South Korea), Oil and Natural Gas Corporation (India), Guodian New Energy Technology Research Institute (China), and Epistar Corporation and Shin Shin Natural Gas Co Ltd (Taiwan).
- The **UNSW International Office** has invested in developing many exciting opportunities for our students to participate in a range of Global Education programs in over 40 countries worldwide. These activities may be included in the students Australian Higher Education Graduate Statement.

- **Integrated Industry Placements and Scholarships** are available through the UNSW Co-op Program. This is a unique “Career Development” scholarship program set up by industry and the University of New South Wales to provide industry experience, leadership and professional development, mentoring and financial support for selected undergraduate students in the disciplines of Business, Engineering, Science and the Built Environment. The program is open to high achieving students who are Australian Citizens or Permanent Residents of Australia, entering their first year of undergraduate studies or after a GAP year, interested in studying programs offered under the Program. The UNSW Co-op Program is recognised by industry for delivering highly effective young professionals who hit the ground running when they enter the workforce.
- The **UNSW Foundation** promotes philanthropy to advance the University’s goals in research, faculty projects, scholarships, community engagement and capital campaigns. The Foundation works very closely with the Research Division to promote opportunities for philanthropic investment in research opportunities.

3.3.3 Performance indicators and targets

The purpose of the engagement performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for engagement.

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

UNSW will aim to meet the engagement performance indicators and targets set out in the following table.

Note: All calendar year references below refer to the previous year’s data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active collaborations ⁸ with industry and other partners in Australia	703	720	725	730	735
Number of active collaborations ⁹ with industry and other partners overseas	512	512	512	512	512
Category 3 Income	\$63,661,512	\$64M	\$64M	\$64M	\$64M

⁸ Collaboration involves active joint participation with other organisations, by contributing resources such as intellectual property, knowledge, money, personnel or equipment, with the aim of obtaining a shared goal or objective. Straight fee-for-service arrangements, such as contracts and consultancies, are deemed not to be collaborative and are therefore excluded. Collaboration with Cooperative Research Centres (CRCs) is also to be excluded. This definition is in line with the ABS and OECD definitions of collaboration.

⁹ See footnote 8 for a definition of collaboration.

PART FOUR: TEACHING AND LEARNING

4 TEACHING AND LEARNING

4.1 Student enrolments

4.1.1 Commonwealth objectives

The Commonwealth is committed to expanding higher education to provide high quality opportunities for people of all backgrounds to participate to their full potential. An expanded higher education system will educate the graduates needed for Australia's future economy, which will be based on knowledge, skills and innovation.

The main objectives of the Commonwealth are to ensure that:

- by 2025, 40 per cent of all 25 to 34 year olds will hold a qualification at bachelor level or above;
- by 2020, 20 per cent of undergraduate enrolments should be students from low socio-economic backgrounds;
- national parity for Aboriginal and Torres Strait Islander students and staff is achieved over time; and
- universities are producing graduates that meet the nation's skills needs.

These objectives are supported through the Commonwealth Grant Scheme and, in particular, the demand driven funding of students in bachelor level courses.

4.1.2 University strategies

UNSW has grown substantially in size over the past 6 years and is now a large University by any measure. It is our view that such growth in the future is neither sustainable nor desirable. UNSW is planning for a balanced model that considers student quality, student mix, overall load, required new infrastructure and staffing.

From the tables below, it can be seen that we consider there will be modest annual growth, mainly at the postgraduate level, over the next seven years to 2020. Average compound annual growth is planned to be less than 1% over that period, with the majority of this already factored in through pipeline effects of recent student intakes.

Student Enrolment Planning

The University has considered its medium-term growth and recruitment goals and this has resulted in a shift in strategy that will see much lower rates of growth in overall student numbers to 2020. The past 8 years have seen very significant growth; a trend that we believe is neither sustainable nor strategically desirable. Future growth will be focused on areas of importance nationally, within New South Wales and for UNSW, and is planned to be largely in science related disciplines. This is addressed in further detail in the following sections.

The table below describes the aspirational size of UNSW 2014-2016, assuming current funding arrangements are maintained.

Planned Load 2014-2016 by Faculty

Year	2013	2014	2015	2016
Teaching Faculty	Estimate at 1 April Eftsl	Plan Eftsl	Plan Eftsl	Plan Eftsl
Aust School Of Business	8,833	8,707	8,858	8,940
College Of Fine Arts	2,322	2,297	2,285	2,310
Arts And Social Sciences	5,524	5,761	5,668	5,613
Engineering	6,389	6,934	7,051	7,177
Law	1,916	2,009	2,028	2,001
Medicine	3,293	3,315	3,475	3,475
Science	6,298	6,500	6,599	6,696
The Built Environment	2,050	2,093	2,080	2,083
UNSW Canberra At ADFA	1,770	1,787	1,803	1,814
Other	565	489	498	492

Total	38,959	39,892	40,345	40,601
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Planned Load 2014-2016 by Funding Stream and Level

Year		2013	2014	2015	2016
		Estimate at 1 April Eftsl	Plan Eftsl	Plan Eftsl	Plan Eftsl
Funding Group	Career				
	Non-Award	18	21	24	25
Commonwealth Supported	Postgraduate	1,447	1,505	1,535	1,562
	Research	1,836	1,865	1,926	1,961
	Undergraduate	21,303	22,034	22,280	22,276
	Subtotal	24,603	25,425	25,765	25,824
	Non-Award	16	8	10	10
Domestic Fee Paying	Postgraduate	2,118	2,222	2,266	2,291
	Undergraduate	169	96	56	30
	Subtotal	2,303	2,326	2,332	2,331
	Non-Award	877	956	965	957
International Fee Paying	Postgraduate	3,136	3,243	3,291	3,348
	Research	1,247	1,368	1,485	1,591
	Undergraduate	5,360	5,177	5,119	5,167
	Subtotal	10,620	10,744	10,860	11,063
	Non-Award	46	40	42	44
Other	Postgraduate	348	360	363	363
	Research	60	38	27	20
	Undergraduate	977	959	956	956
	Subtotal	1,431	1,397	1,388	1,383
	Total	Subtotal	38,959	39,892	40,345	40,601

Sub bachelor planning

Strategies for sub-bachelor provision are the introduction and improvement of enabling pathways for entry to university, and the Diploma of Professional Practice to improve the employability of current students.

The major focus of our suite of enabling courses is on providing a pathway into UNSW for students of high potential where their educational background to date has not enabled them to demonstrate their academic ability. The enabling programs focus on areas of strategic and academic strength for UNSW. They can be broadly grouped as those focusing on Indigenous students and those for a wider student community.

The University Preparation Program (17-19) is offered to new students who are eligible for UNSW's ACCESS Scheme, with programs available in the Faculties of Arts and Social Science, Business, Engineering and Science. For the first time in 2014 applications for this program will be made via UAC, and we anticipate some volume increase as a result of this. The University Preparation Program (21+) offers adults who do not meet entry requirements alternative access to UNSW programs. The UPP (21+) offers streams in humanities, science and engineering.

Indigenous enabling programs are very important to the University and form an important tactic in our overall approach to providing educational opportunities at UNSW for Indigenous students. Courses are offered to Indigenous people who have the potential but are not yet prepared for first year undergraduate study. At the end of the program, students who have demonstrated an ability to perform at a tertiary level can apply to transfer into a degree program at UNSW. Programs are currently available in Arts and Social Sciences, Business, Engineering, Law, Science and Technology.

Enabling programs will continue to be important to the University but increasingly we will be looking to partnerships with other educational providers to provide programs that create a bridge to study at UNSW. In particular we will be looking to the TAFE sector to work in partnership with us in developing, delivering and supporting such programs.

As part of our broader equity and engagement strategy we will continue to offer a range of bridging programs for students of academic potential. We will continue to work with schools and

other partners to design and deliver appropriate sub bachelor courses to facilitate student's entry into UNSW.

A recent initiative to enhance the skills of our graduates and enable them to be more 'work-ready' and competitive in the market place is the Diploma of Professional Practice. This program combines classroom tuition with work placements and is taken concurrently with the students' bachelor programs. This suite of units is designed to complement students degree study at UNSW with activities that will enhance our graduates employment prospects and smooth the pathway into the workforce. This program is still developing and will be reviewed formally in 2014 with a view to further refinements and enhancements of the diploma. Future growth in the University's allocation of sub-bachelor places above the existing quota is subject to Commonwealth approval.

Sub-bachelor and Enabling Load by Course

Course	Estimated Load 2013	Planned Load 2014	Planned Load 2015	Planned Load 2016
University Preparation Program	53	50	50	60
Science, Engineering and & Technology Enabling Program	9	4	2	9
Humanities Enabling Program	18	4	4	5
Indigenous Enabling Program	11	16	16	19
Diploma of Professional Practice	13	41	55	59
Diploma of Language Studies	3	2	2	3
Total	107	117	129	155

Bachelor degree planning

Since 2005 UNSW has experienced strong annual growth in bachelor degree enrolments with increases in Commonwealth Supported places averaging 3 to 4% per annum. Increasing annual demand from school leavers has resulted in rising entry standards, as reflected in increasing ATAR cut-offs. This is particularly the case with NSW/ACT top 500 school leaver's first preferences being particularly high in medicine, combined law and business.

Following consideration of the desirability and sustainability of continued rapid growth the University has considered its medium-term growth and recruitment goals and this has resulted in a shift in strategy that will see much lower rates of growth in overall student numbers to 2020. As such, growth will be focused on areas of importance nationally, within New South Wales and for UNSW, and is planned to be largely in science related disciplines. The school leaver population across Australia and particularly in New South Wales is unlikely to grow appreciably over the next 5 to 8 years and given this our bachelor degree strategy will concentrate on ensuring academic strength and depth, the quality of delivery of programs and strategic importance. We will be placing increasing weight on the quality of our student intake whilst at the same time focussing on ensuring that student of high potential - irrespective of social or educational background - are able to access and benefit from a UNSW education.

Postgraduate planning

UNSW has a diverse portfolio of postgraduate coursework courses, with strong enrolment from both fee-paying and Commonwealth supported students.

In 2013 Commonwealth supported postgraduate load is planned to grow to 1,447 EFTSL, which includes some unfunded load. Our future planning for postgraduate courses has been refined in the light of the indication that unfunded places will be rolled over in this Compact, with an overall agreed funding envelope of \$15,111,034 (at 2013 funding levels) for the years 2014-2016. Further, following the recently announced Federal Budget which indicated that new funding is being made available to support additional postgraduate places we have requested additional load to support programs in education and allied health.

The following table shows the planned CSP supported PG load by funding cluster to 2020 (excluding additional load requested for education and allied health).

Year	2013	2014	2015	2016
	Estimate at 1 April	Plan Eftsl	Plan Eftsl	Plan Eftsl
Funding				
1	262	246	236	229
2	8	5	5	4
3	363	360	360	360
4	290	383	383	383
5	244	185	197	197
7	185	195	195	195
8	95	95	89	90
Total	1,447	1,469	1,465	1,459

The University has requested that its total allocation of postgraduate places be rolled into its postgraduate target in its CGS funding agreement to better reflect the University's delivery over 2014-16. Our postgraduate growth strategies are primarily focused around additional places to allow us to meet accreditation requirements for our education subjects and targeted expansion of public health subjects. Similarly our requests for additional places following the announcement of additional Commonwealth supported-post-graduate coursework places in the Budget are in support of places to support initial teacher education, special education and allied health.

Medical Planning

UNSW will convert the current MBBS Program into a linked and integrated course of study starting with a three-year Bachelor of Medical Studies that delivers the requisite requirements for entering the three-year MD Program. The Bachelor component is a Level 7 qualification and the MD component is a Level 9 Masters (Extended) qualification.

The combination of the Bachelor of Medical Studies and the MD will be considered as the capped load for UNSW in terms of the consideration of the number of medical places funded by the Commonwealth. There are no load implications in terms of Commonwealth Funding with respect to the transition from MBBS to the new Combined Bachelor of Medical Studies/MD Program.

Students leaving during the first three years of the program will be provided with the option of progressing into a Bachelor of Science Program where there will be recognition of prior earned credit. For students who complete their first three years of study and thereby meet the requirements of the Bachelor of Medical Studies but for either academic or personal reasons do not continue to complete the three year MD Extended Masters we would propose that we transparently, and in line with the AQF Qualifications Pathway Policy, offer the students a range of options where their previously earned credit will be considered. This will include a pathway into a Bachelor of Science Program or when appropriate and desired by the students lead to the stand-alone award of a Bachelor of Medical Studies.

Given the highly specialised nature of this program and the limited clear pathways that would follow on from the sole award of a Bachelor of Medical Studies this would not be our preferred option but may be appropriate if there were particular issues with respect to an individual student.

The table below covers the transition from the current 6 year undergraduate to the new combined degree:

	2013	2014	2015	2016
MBBS (6 yr UG)	992	20	15	10
BMed,MD (6 yr Combined)	187	1,171	1,176	1,181
Total	1,179	1,191	1,191	1,191

Health Workforce Issues

Medicine

Collaboration between the university sector and health sector regarding workforce issues takes place between the Medical Deans of Australia and New Zealand (MDANZ) and DoHA. MDANZ meets regularly with the Minister and Health Workforce Australia which is responsible for planning and training the health workforce. UNSW actively participates in this process and the Dean of Medicine is currently the President of MDANZ.

NSW Health is responsible for clinical placements in NSW through the Health Education and Training Institute (HETI). NSW Health also organised clinical training around networks called Integrated Clinical Training Networks (ICTN). The Faculty meets regularly with HETI and is represented on the ICTNS which cover our placements.

The Faculty of Medicine is responsible for the ongoing development of course curricula, ensuring that the standards set by The Australian Medical Council are met. This is done in consultation with the health sector through the teaching hospitals with which we are affiliated.

Psychology

All programs are accredited by the Psychology Board of Australia (PBA), working as part of the Australian Health Practitioner Regulation Agency and as such must undergo thorough and ongoing curriculum review in order to meet accreditation standards as well as UNSW internal program review, ensuring that ongoing development and enhancement is achieved.

Clinical and forensic psychology clinical placements are centralised - clinical psychology through ClinConnect run by NSWHealth, and forensic psychology through NSW Health or NSW Corrective Services. We also work directly with Health Workforce Australia to provide data on placement hours and locations annually.

Teacher Workforce Issues

UNSW is committed to implementing all the recommendation of the NSW Great Teaching Inspired Learning Blueprint for Action, in particular the agreed framework governing high quality professional experience placements in NSW schools, including clear expectations of all participants, requirements of all roles, professional learning provision to support supervision, protocols for assessment of students and agreed funding arrangements.

UNSW is already compliant with the key NSW targets relating to improving teacher quality in initial teacher education, including entry requirements, literacy and numeracy standards, and program structure and content. It is only institution in Australia demanding an IELTS 7.5 overall and 8 for speaking and listening for international students entering its Master of Teaching.

4.2 Quality

4.2.1 Commonwealth objectives

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.

The Commonwealth has made a commitment to provide more autonomy to universities through the removal of funding caps on Commonwealth supported bachelor level places. In turn, the Commonwealth requires the University to participate in the higher education quality arrangements which are overseen by the Tertiary Education Quality and Standards Agency. The arrangements are designed to support academic autonomy while ensuring that the achievement of 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.

The Commonwealth's commitment to quality is demonstrated through initiatives such as the Office for Learning and Teaching, which provides a suite of grants, awards and fellowships to recognise quality and promote innovations in learning and teaching.

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

4.2.2 University strategies

UNSW aspires to provide our students with an outstanding educational experience, which both reflects our strong traditions of excellence, innovation and social justice, building on our strengths in scientific, technological and professional disciplines.

To do this UNSW will leverage both our strong local, national and international linkages and the opportunities created by innovative educational technologies to integrate an outstanding campus-based experience with high quality on-line learning, teaching and digital resource provision.

This will enable us to deliver educational programs that: -

- a) are academically rigorous, engaging and rewarding
- b) are enhanced by learning in a research rich and research led institution, providing pathways to develop the knowledge, skills and capabilities necessary to engage with, or in, research & scholarship
- c) develop student' capabilities to challenge the status quo, lead change and contribute to the wellbeing of the communities we serve
- d) produce graduates prepared for their first job and subsequent changes in their career, with the knowledge, skills and capabilities that exceed those expected by their discipline, profession, employers, and communities.

To support delivery of these goals we will: -

- a) focus on recruiting and developing students of high potential, irrespective of background, to realize their full potential
- b) strengthen the knowledge, skills and capabilities of staff to design, develop, implement, and assure the quality of UNSW's programs and courses however delivered
- c) develop the university's organizational, administrative, technological and physical infrastructures for learning and teaching to ensure that they are aligned with these goals and strategies, and provide the university with the capacity and agility necessary to meet the challenges of a rapidly evolving and increasingly competitive international higher education landscape.

The quality of teaching and learning

To deliver on the aspirations and student experience objectives of Blueprint to Beyond we are continuing to develop a robust and coherent approach to monitoring and improving the quality of learning and teaching across the institution.

The development of a revised teaching and learning Quality Assurance framework was begun in January 2013. Incorporating a quality monitoring and improvement cycle, the framework is underpinned by a set of core drivers and definitions of quality designed to be relevant to UNSW, its students and stakeholders. The core assumption is that UNSW delivers courses of good quality. On an exception basis, reports will highlight areas which would benefit from improvement as well exemplars of exceptional practice to be shared. A quality dashboard will provide an accessible user interface generating relevant course and program quality monitoring information in course, school, faculty and whole institution layers. The framework will integrate information from a range of measures including the Academic Program Review process, Course and Teaching Evaluation and Improvement (CATEI) process and national student surveys (AUSSE, AGS etc.) Implementation of the framework will be phased during the timeframe of this compact.

Teaching Performance

UNSW is further enhancing the opportunities it provides for staff to develop the knowledge, skills and capabilities necessary for effective teaching. Specifically we are strengthening the Foundations of University Learning and Teaching (FULT) program. The program is offered to UNSW academics who wish to develop their practice by exploring a range of perspectives, ideas, theories, and practical approaches to learning and teaching in the higher education context. We are expanding the ongoing series of professional learning seminars on topics of strategic interest in learning and teaching; encouraging staff to further develop their scholarship in learning and teaching through participation in formal accredited programs in higher education learning and teaching; and facilitating the dissemination of good practices amongst the university community. There are two programs in University Learning and Teaching: A Masters by Research and a Graduate Certificate.

Our Academic Promotion process includes an assessment of Learning and Teaching Performance. This is measured by student comments and scores from classroom evaluations of their teaching. For promotion up to and including senior lecture, applicants calibrate their performance across the highest levels of UNSW, while for, higher levels of promotion there is an expectation of external recognition.

UNSW recognises outstanding contributions to student learning through two highly prestigious awards: the Vice-Chancellor's Awards for Teaching Excellence and the Vice-Chancellor's Awards for Initiatives that Enhance Learning. Both awards are designed to highlight the fundamental importance of teaching to UNSW, reflect UNSW's values and showcase outstanding examples of practice that enhance student learning. Individual Faculties at UNSW also recognise excellence in learning and teaching through a variety of Faculty-based teaching award programs.

Teaching Research Nexus

The Academic Board's Committee on Education is guiding an initiative to strengthen the teaching-research nexus at UNSW. The approach works towards students at UNSW as participants in their learning and to provide opportunities to all students to learn as researchers. Coursework and research students will develop the skills for research, including conducting literature reviews and developing research questions, collecting and analysing data and report findings. Curriculum will be designed around inquiry based learning.

Student engagement

UNSW's courses and programs will be characterised by a student centred approach to design and delivery. As a result learning at UNSW will be engaging, active, situated and authentic and guided by clear expectations and academic standards. Students will be challenged and supported and provided with opportunity to build connections. UNSW will exemplify good practice in the use of innovative digital and web based technologies to provide course information to enable students to plan their learning; content and tools that can be used independently or collaboratively; and, to provide targeted formative assessment so that students can monitor their progress.

Program and course descriptors will be revised and a single source of authority for course and program information established. A virtual learning environment for all courses will be created in Moodle. A Learning analytics dashboard will be created in Moodle to monitoring of online engagement. All courses will be revised for suitability for delivery as a blended experience. Assessment practices in all faculties will undergo review to align with new assessment policy and procedure. Assessment feedback rubrics will be used to improve the timeliness and quality of feedback to students as a tool to guide their learning.

Mechanisms will be developed to monitor student persistence and to identify students at risk in terms of academic progress. Strategies to support students, coordinating a range of student support services, will be targeted to support learning persistence.

The Course and Teaching Evaluation and Improvement programme facilitates annual teaching evaluation. A range of mechanisms, including the course experience questionnaire, provide

information about course quality from the student perspective. Regular review of the survey ensures validity and robustness and a program level survey will be launched in 2014.

Student outcomes

UNSW's academic programs and courses enable students to develop the capabilities required by leaders, scholars and professionals to work in increasingly inter-connected international communities. The development and assessment of these capabilities through a variety of authentic and /or community based learning opportunities is integral to the UNSW experience. A standards based assessment rubric which will be used to assess and report student achievement of UNSW's graduate capabilities is in development.

UNSW continues to increase opportunities for work integrated learning, international placements, participation in study abroad programs, international exchange programs, internships and the recently introduced Diploma in Professional Practice. UNSW provides international students with a number of mainstream and specialist career development services to increase their employability at the conclusion of their studies.

The quality of UNSW Programs is reflected in the employability of UNSW graduates. UNSW consistently rates in the QS World Rankings top 50 Employer Review category and consistently gains a maximum of 5 stars in the Good Universities Guide for Getting a Full Time Job, Graduate Starting Salary and Positive Graduate outcome categories.

Note: All calendar year references below relate to projects and awards in that calendar year.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Number of active learning and teaching projects supported by the PELTHE ¹⁰ program where the University is the lead institution	3	3	3	4	4
Number of active learning and teaching projects supported by the PELTHE ¹¹ where the University is a partner institution	3	3	3	4	4
Number of citations for outstanding contributions to student learning	2	3	4	4	5
Number of awards for teaching excellence	1	1	2	2	3
Number of awards for programs that enhance excellence	1	1	2	2	3

Note: All calendar year references below relate to projects and awards in that calendar year.

Optional Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
The percentage of courses utilising innovative technologies	30%	30%	50%	60%	75%

¹⁰ Promotion of Learning and Teaching in Higher Education - the program provides learning and teaching grants, awards and fellowships and is administered by the Office for Learning and Teaching.

¹¹ See footnote 10 for definition.

4.3 Equity

4.3.1 Commonwealth objectives

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.

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.

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 Commonwealth funding.

The Commonwealth funds a range of programs to encourage and support access to and participation in higher education by people from low SES backgrounds and other under-represented groups, including the Higher Education Loan Program and Student Income Support.

The Commonwealth will monitor the University's equity performance through the reporting requirements and evaluations of programs and initiatives. The University's performance in meeting equity objectives will also be linked with teaching and learning Performance Funding targets.

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

4.3.2 University strategies

UNSW has developed a range of strategies to assist prospective students with potential to gain entry to UNSW - regardless of their background. The UNSW ACCESS Scheme, University Preparation Program (UPP), UNSW Preparation Program (17-19), U@UNSW, ASPIRE Program, and EAS (Educational Access Scheme).

UNSW has sought to address both widening participation and widening access through these programs.

UNSW ACCESS Scheme

The ACCESS Scheme allows UNSW to take the circumstances of individual applicants into account when allocating places in undergraduate programs. The range of circumstances considered under ACCESS include:

- financial hardship/low SES
- English language difficulties
- refugee status
- disability or long-term illness/medical condition
- severe family illness/death
- attendance at a rural or disadvantaged high school.

Year 12 students from NSW Priority Schools Funding Program (PSPF), Country Areas Program (CAP) and Australian Government National Partnership for Low Socio-economic Status School Communities Program Schools are automatically eligible to be considered under this scheme.

University Preparation Program (UPP)

The University Preparation Program (17-19) is offered to new students who are eligible for UNSW's ACCESS Scheme, with programs available in the Faculties of Arts and Social Science, Business, Engineering and Science. The University Preparation Program (21+) offers adults who do not meet entry requirements alternative access to UNSW programs. The UPP (21+) offers streams in humanities, science and engineering.

U@UNSW

The U@UNSW program commenced in mid-2011 as an alternative pathway which aims to increase access to UNSW for LSES background students through:

- The development of targeted strategies for selecting LSES students with the potential to succeed at university;
- The selection of students based on multiple indicators of ability, motivation and potential for success in HE;
- The development of students' overall preparedness for university; and
- Provision of transitional support services in first year to ensure students' success and retention.

The variety of selection measures are intended to overcome social and/or educational disadvantage which may be inherent when relying solely on rankings derived from senior secondary school grades.

ASPIRE Program

The ASPIRE program is a multifaceted outreach program working primarily with disadvantaged school students from Kindergarten to year 12. The program works across all year groups, running age appropriate educational activities in school and on the UNSW campus in order to promote learning about higher education (HE) and universities.

The aims which guide the program in its development, implementation delivery and evaluation are to:

- raise awareness and aspirations of students to participate in higher education;
- assist in raising the academic attainment of students;
- assist students to make informed decisions that are right for them on progression to higher education; and
- address some of the barriers that prevent students from accessing higher education.

A critical component of the implementation has been the strategy to identify partner schools within targeted communities to maximise the effectiveness of the program.

A snapshot of partner school characteristics is as under:

- 20 are national partnership low SES schools, 5 are or were CAP or PSP schools;
- Lowest ICSEA is 657;
- 9 schools have Indigenous populations greater than 20%, 3 are over 50%, 2 are over 80%;
- 12 schools have a LBOTE population over 50%, 8 are over 90%;
- 9 schools have over 50% of the population in the bottom SES quartile;
- Smallest school size is 38, largest school size is 1143.

Ten of the partner schools are regional, with 5 classified as remote.

Improving Outcomes from Under-represented Groups

UNSW's suite of support mechanisms includes:

- Establishment of a Student Participation Advisors Team to provide targeted support (casework, study support, transition to university assistance) to students from LSES backgrounds. During 2012, there were over 12,000 student contacts;
- Development of an Early Intervention Team which has overseen the implementation of a range of programs that support targeted intervention strategies aimed at reducing retention for students entering UNSW through alternative pathways and for ACCESS students;
- Expansion of development and engagement activities offered by the Student Development Participation and Engagement Team. These programs facilitate active and early student engagement (with emphasis on students from equity cohorts, 'at risk' students and first year students) as a retention strategy. During 2012 almost 13,000 student registrations were received to attend transition workshops; there were also more than 168,000 downloads of UNSW Universe smart-phone app and over 15,000 students utilised other services provided by the Team;

- Extensive peer mentoring opportunities for all commencing students. 'At risk' cohorts are especially targeted;
- During 2012 a 'Student at Risk' process was developed to assist with effective cross unit case management of complex students/student issues.
- Mental health support strategies were expanded to support staff and students with an emphasis on early identification.

4.3.3 Participation and Social Inclusion Targets

Proportion of domestic undergraduates who are from a low SES background

Baseline for improvement target: To be determined

Principal Performance Indicators	2014 Reward Payment (target for 2013 students)	2015 Reward Payment (target for 2014 students)	2016 Progress target (target for 2015 students)
Excellence Target	To be determined	To be determined	To be determined
Improvement Target	To be determined	To be determined	To be determined
Outcome	-	-	-

Proportion of domestic undergraduates who are from another underrepresented group

Baseline for improvement target: x% (Either 2009 or average of 2008 and 2009 data)

Principal Performance Indicators	2014 Reward Payment (target for 2013 students)	2015 Reward Payment (target for 2014 students)	2016 Progress target (target for 2015 students)
Improvement Target	To be determined	To be determined	To be determined
Outcome	-	-	-

4.4 Teaching and Learning Infrastructure

4.4.1 Commonwealth objectives

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.

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 and maintenance.

The Commonwealth will monitor the University's infrastructure performance, through the Institutional Performance Portfolio/CAMS.

4.4.2 University strategies

Built Infrastructure

UNSW was established after the 2nd World War primarily to provide skills to soldiers returning to Australia. By 1969 UNSW was the 4th largest university in the country. Our history is a great strength in terms of our contemporary, applied and professional focus however even after the \$200m+ investment in the North Mall Development zone - which created or refurbished 40,000m² of space - much of the campus built infrastructure is 40 years old.

The UNSW Campus Development Plan focuses on providing a contemporary and engaging campus for students and staff, with particular attention to ensuring a learning and teaching environment that provides students with an outstanding learning experience through excellent

teaching and exposure to research. Capital development is informed by strategies addressing contemporary pedagogical needs (in particular blended learning), learning and teaching space planning, student accommodation needs, the recreational and social use of campus and staff/student retail needs, as well as environmental issues. UNSW's success in bidding for Education Investment Funding has underpinned the capital program over the last next 6 years with more than \$600m invested in the future of UNSW.

The University is now completing a phase of renewal. The Wallace Wurth redevelopment is nearing completion and will improve learning, teaching and research spaces for the Faculty of Medicine. Stage 1 of the project was occupied in May 2013 by the Faculty of Medicine, with Stages 2 and 3 due for completion in early 2014. These major projects will be completed by 2015:

- **The Materials Science and Engineering Building** - With this new resource the Faculty of Science aspires to become Australia's leading contributor to material engineering research and teaching; to increase UNSW's international reputation in materials engineering research; to celebrate "material science on display" with a collaborative, practical and aesthetically pleasing space for students and researchers to study and work and to implement appropriate sustainability initiatives to ensure a resource-efficient and adaptable building.
- **Mechanical and Manufacturing Engineering Building** - will give the next generation of young engineers a vibrant, contemporary and engaging research environment, helping to ensure Australia's long term international influence in the sector. The project also incorporates the provision of a 350 seat lecture theatre.
- **The UNSW Rural Clinical School** - The Port Macquarie Rural Clinical School extension will extend the school's current facilities with a range of new lecture, learning and teaching and staff areas. The project will also upgrade and refurbish an existing skills lab and tutorial room. The key objective of this project is to provide all current students and staff with access to the latest teaching and learning facilities. The project has also been developed to meet the increasing demand of incoming and future students as the popularity of the courses offered at the Rural Clinical School continues to rise.

In addition to the projects listed above, the University is well advanced in the planning of several other projects, including:

- **Student Experience Project** – Informal study spaces are being upgraded to take into account the different and evolving way that students are learning, with particular attention to the increase of blended learning and group work.
- **Alumni Park** is a new development which will replace unattractive 'back roads' in the campus with a green quiet recreational area for students resident and studying on campus.
- **Bio-Medical Precinct** – this project includes construction of a new Science/Medicine research intensive building and total refurbishment of the existing BioScience building.

UNSW is currently developing strategies to move forward the next phase of the Campus Development Plan. Key projects will continue to focus upon the infrastructure intensive disciplines of science, engineering and medicine. The Student Experience Project will continue to rollout. In order to enhance the campus for existing students and attract more students from regional and international backgrounds UNSW is adding to the 400 bed University Terraces which opened in February 2013 with the redevelopment and expansion of Kensington Colleges. This 950 bed project will replace 3 existing colleges and add a fourth. All phases of the project are scheduled for completion by early 2014.

UNSW has an annual renewal program for its teaching spaces which includes investment in audio visual equipment. Allocation of Teaching and Learning Capital Fund revenue has been agreed with the Commonwealth Government to specific projects which include the redevelopment of the David Phillips Sports Field (completed 2012), upgrading of theatres and CATS audio-visual installations as well as being directed towards teaching laboratories in the Bioscience and Wallace Wurth redevelopments.

Information Technology Infrastructure

The IT Investment plan supports investments in technology, ranging from large strategic programs across the University to small Faculty-specific projects. The overall goal of the plan is to ensure that a balance is found between supporting the strategic goals of the University, maintaining the current systems and infrastructure, and meeting the tactical needs of Faculties and Divisions.

Over the next two years the major focus will be on updating the core Enterprise Systems of the University. This will ensure they continue to remain operational, are stable and have vendor support. A new Student Information Management System (SIMS) implementation under the NextGen project is scheduled to be completed in 2014. The replacement of the unsupported Staff and HR systems with fully supported sustainable solutions is scheduled for implementation in July 2014.

Learning and Teaching IT Infrastructure

Teaching Space Planning objectives include the alignment of the provision of physical learning and teaching spaces and audio-visual equipment with pedagogical need. Strategies include the flexible use of learning space – or ‘flipped classroom’ to meet contemporary learning styles and maximise the use of capital assets.

The Learning and Teaching Strategy is driving the further development our learning management systems with Blackboard being replaced with Moodle during 2013 in order to enhance the student learning experience, and facilitate the growing use of blended learning as a pedagogical approach.

5 RESEARCH AND RESEARCH TRAINING

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

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

5.1 Research performance and research capability

5.1.1 Commonwealth objectives

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

- progressively increase the number of research groups performing at world class levels, as measured by international performance benchmarks; and
- promote collaboration, amongst universities, across sectors, between researchers and industry Australia and internationally.

The Commonwealth, through the Australian Research Council (ARC), conducts the Excellence in Research for Australia (ERA) which evaluates the quality of research undertaken at Australian universities by discipline against international benchmarks. ERA is used to assist in determining funding in the Sustainable Research Excellence in Universities program administered by the Commonwealth.

5.1.2 University strategies

UNSW is committed to conducting research across a wide range of disciplines. We are investing considerable resources in particular areas where we can make an impact. We are building on existing strengths, in fields where we are already a world leader, as well as identifying emerging opportunities, and positioning to meet the challenge.

Research at UNSW is supported through the Division of Research which includes the Research Strategy Office, the Research Partnerships Unit, the Grants Management Office, the Research Partnerships Unit, the Graduate Research School, the ERA Office, the Mark Wainwright Analytical Centre and NewSouth Innovations.

UNSW has as its focus the development of long-term strategic collaborations and partnerships with high quality research organisations, researchers, industry and end-users. Part of our strategic plan is to develop critical mass in identified areas of strength.

Areas of Research Strength

We identify existing strengths through a process of continuing process of review, and build strength in areas of emerging strategic significance, underpinned by fundamental and enabling knowledge in science and humanities.

Areas of strategic research strength include:

- Biomedical Sciences
- Water, Environment, and Sustainability
- Next Generation Materials and Technologies
- Social Policy, Government and Health Policy
- ICT, Robotics and Devices
- Business, Law and Economics

UNSW has a number of underpinning and emerging areas of research strengths including:

- Fundamental and Enabling Sciences
- Contemporary Humanities and Creative Arts
- Defence and Security

Approximately 90% of all research activity at UNSW aligns with areas of existing or emerging research strength.

Use of ERA Results

UNSW will not use the ERA results directly to shape research strategy. The ERA is a backwards looking exercise which does not take into account current research strategy, current research performance, or a push into new and emerging areas of research.

UNSW's ERA results are broadly consistent with the defined areas of research strength. The ERA results show that UNSW has been operating at, above, or well-above world standard in 97% of all 88 assessed 4-digit Fields of Research. UNSW increased the number of 4-digit Fields of Research classified as "Well Above World Standard" from 19 to 25.

At the 4-digit discipline level, UNSW only has 3 areas which show below world average performance. These areas are not defined areas of research strength for UNSW, or are the result of artificial allocation of research outputs to Fields of Research in the ERA. UNSW does not intend to either strategically improve performance or to discontinue research in these areas.

Strategies for 2014 and beyond

UNSW has identified a number of key research strategies for 2014 and beyond including:

1. *Build more depth and quality into our staff profile*

We will continue to recruit new strong researchers to UNSW at both the senior (established research leader) and junior (future research leader) levels through the Strategic Priorities funding schemes. We will commit to only recruiting research staff who publish in outlets with the highest impact and who carry competitive grant funding. We will improve the rigour around all of our appointments to ensure that every appointment is: (i) research active and has the potential to be a top class researcher; and (ii) builds capacity in areas needing depth/quality/critical mass. Supporting and fostering development of all of our researchers is of key importance and we will produce a UNSW-wide researcher development framework that supports the development of researcher capabilities. Due to the higher development needs in postgraduate researchers and early career researchers, we will invest in development of new programs targeting the development needs of these important cohorts of researchers.

2. *Improve UNSW's Rankings, Linkages, Profile & Reputation*

We will continue to increase international profile and linkages through focused participation in prestigious university networks. We will continue to focus on improving community engagement through media, prizes and awards, publications, events and websites.

3. *Secure new external funding streams for research*

We will identify and seek all opportunities to obtain support for prestigious Research Centres or areas of strategic importance and critical mass at UNSW. We will continue to seek international research income from both bilateral funding schemes and from industry.

4. *New measures of Research Performance*

UNSW will revise the definition of "Research Active Staff" to continue to improve research performance and to create incentives to improve overall UNSW research performance.

5. *Managing our dependence on major research infrastructure*

We will develop and implement a strategy for managing our dependence on major research infrastructure (both at UNSW and outside UNSW) and managing the long-term sustainability of research infrastructure at UNSW.

We will continue to build the on the strengths of our recently expanded biomedical research facilities under the management of the Mark Wainwright Analytical Centre. We will also develop a coordinated eResearch Strategy for UNSW.

6. **Practice of ethical research**

UNSW is developing and implementing a new Research Integrity framework. This new approach will move away from the existing rules-based approach to research integrity to a principles-based approach as a method of increasing researcher awareness of UNSW's research ethos. Part of this new framework will include the establishment and operationalization of a new Research Ethics & Compliance Unit, as well as the implementation of a new research integrity awareness strategy at all levels of UNSW.

5.1.3 Performance indicators and targets

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

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

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

Principal Performance Indicators	ERA 2010	ERA 2012	ERA 2015 Target
Number of disciplines, as defined by two-digit Fields of Research (FoR), performing at world standard or above (3, 4 or 5)	23	21	20
Number of disciplines, as defined by four-digit FoR, performing at world standards or above (3, 4 or 5)	84	85	84

Disciplines the University commits to demonstrating substantial improvement in as defined by two-digit FoR and/or four-digit FoR	Disciplines nominated in 2011–13 Compact	Disciplines nominated in 2014–16 Compact
NA	NA	NA

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
Category 1 income	\$124,918,075	8%	8%	8%	8%
Category 2 Income	\$104,726,002	10%	10%	10%	10%
Number of joint research grants in Australia	679	679	679	679	679
Number of joint research grants overseas	212	212	212	212	212
Number of jointly supervised PhD students in Australia ¹²	0	1	4	7	10
Number of jointly supervised PhD students overseas ¹³	11	11	13	15	17

¹² Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external organisation in Australia (examples include someone from a government organisation, hospital or another university).

5.2 Research training

5.2.1 Commonwealth objectives

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

- support research excellence and develop an internationally competitive research workforce in Australia through high quality research training;
- develop an internationally competitive research workforce in Australia through high quality research training; and
- significantly increase the number of students completing higher degrees by research over the next decade.

5.2.2 University strategies

UNSW is committed to providing the highest quality research experience and research training programs tailored for specific disciplines and competitive with the best programs worldwide. With over 30% of our research outputs having higher degree research (HDR) candidates as authors, postgraduate researchers underpin our research productivity at UNSW. Recognising the value of this cohort as key researchers, UNSW plans to continue to grow our numbers of high quality research candidates and to provide them with the highest quality research experience and career development opportunities.

Commonwealth funding supports research training at UNSW through the Office of the Pro-Vice-Chancellor (Research Training), a new role introduced in 2012, the Dean of Graduate Research and the Graduate Research School, the Researcher Development Unit and through the Faculties at UNSW as outlined below.

Pro Vice-Chancellor Research Training and Dean of Graduate Research

- responsible for establishment of a UNSW-wide researcher development framework
- coordination of researcher development offerings at the University for staff and research students
- overall responsibility for quality of research training programs and HDR candidatures
- responsible for developing and implementing HDR related policy

Researcher Development Unit

- central unit responsible for coordination of researcher development at the University
- shared service with Human Resources providing development programs for orientation and induction (Foundations), as well as development of skills to build scholarly research, teaching and service

Graduate Research School (GRS)

- The GRS is the central administration and support unit for all higher degree research candidates at UNSW.
- The contributions of UNSW's 3,200 current higher degree research candidates are critical to our outstanding international research reputation. All postgraduate researchers enjoy personalised support and service from the Office of the Dean and the Graduate Research School, funding for conference travel, opportunities to acquire enhanced skills and training through coursework options, tailored seminars in research management and career development, and the opportunity in many disciplines to obtain teaching experience.
- Further, the GRS develops and co-ordinates research induction and generic skills training, and works with faculties to attract and support the best local and international postgraduate researchers through Commonwealth Scholarships and Fee support.

¹³ Please provide the number by headcount of jointly supervised HDR students enrolled in your institution who have a supervisor from an external overseas organisation (examples include someone from a government organisation, hospital or another university).

Mark Wainwright Analytical Centre

- provides support, training and resources to HDR candidates within UNSW faculties

UNSW Faculties

- provide HDR infrastructure and administrative support at School/Faculty level
- develop discipline specific orientation and skills development
- select and support candidates to ensure alignment with research strengths

The following sections outline strategic intent for UNSW research training from 2013 to 2015 with specific reference to how UNSW proposes to use Commonwealth funding from the RTS, APA, IPRS and JRE. The key focus of our strategy over the next 3 to 5 years is to:

Increase the number and quality of research candidates

Over the past 2 years HDR load has increased as projected up to the current level of 3024 EFTSL. Increased investment supporting the highest quality "honours 1 and equivalent" international candidates has continued through UNSW scholarship support and partnerships with international organisations such as the China Scholarship Council. As a result there has been a 170% increase in the number of international candidates supported by prestigious UNSW scholarships since 2010. Concurrent with this, increases in the Federal Government's prestigious domestic APA scholarships has resulted in a 10% increase in the numbers of candidates supported over the same period. The challenge for 2014 and beyond is to increase the numbers of high quality candidates supported by these funds and to maintain support of the growing pipeline of candidates.

UNSW has also been successful in increasing numbers of Aboriginal and Torres Strait Islander (ATSI) HDR candidates. Numbers of ATSI HDR candidates increased from 7 in 2009 to 12 in 2012. Research training for ATSI candidates is provided via the RTS and currently 36% of ATSI candidates are provided a living allowance via APA or university funds. The University plans through strategic initiatives to increase the proportion ATSI PhD candidates supported by APA or university stipends to 50% by 2015 representing an investment of approximately \$750,000 per annum.

The number and quality of HDR cohorts can also be improved via reducing attrition and increasing timely completion rates. Although scholarship support has been identified as a critical factor, support for candidature management is essential for achieving lower attrition and higher completion rates. The new online annual progress review introduced in 2012 has supported improvements in early identification and management of factors leading to lack of progress of candidatures. In future years, the system will support tracking of performance of cohorts and improvements in administrative functions such as re-enrolment following satisfactory review.

Supporting these strategies is directly dependent on Commonwealth funding.

Provide an excellent research experience

The two platforms underpinning a high quality research experience are firstly, excellence in development and implementation of transparent policies and procedures and secondly, excellence in supervision and resources for HDR. Improvements have been achieved over the past two years through automating annual progress review, streamlining thesis examination and simplifying candidature management. These achievements will be built upon in 2013 and beyond by introduction of research preparation courses coordinated at Faculty level for all HDR candidates. The objective of these courses is to complement the compulsory UNSW-wide induction by introducing all research candidates to Faculty and School specific research approaches and resources as well as augmenting ethics and integrity training.

Audit and review of resources and support will be via student surveys conducted every second year and by periodic audit of School mechanisms for support of HDR. In 2013, the resources policy will be reviewed and revised via the Higher Degree Research Committee, the UNSW Academic Board sub-committee for HDR. Finally, development of supervisors continues to be a key part of the strategy at UNSW. This is dealt with in more detail below.

Produce highly skilled, valued members of the global (research) workforce

Initiatives introduced over the past 2 years such as the sharing of supervisor development programs between UNSW, ANU, CSU, University of Canberra, ACU and UWS has allowed greater access to a wider range of programs across Kensington, Paddington and Canberra UNSW campuses. The next 3 to 5 years will focus on building and implementing a comprehensive UNSW-wide researcher development framework. Building on the successful introduction of academic and industry pathway skills development programs in 2012, a key feature of this will be incorporation of the needs of HDR in the framework and further expansion of supervision development modules.

5.3 Performance indicators and targets

The purpose of the research training performance indicators and targets is to assist the University and the Commonwealth in monitoring the University's progress against the Commonwealth's objectives and the University's strategies for research training.

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

Note: All calendar year references below refer to the previous year's data collection.

Principal Performance Indicators	Baseline 2012	Progressive Target 2013	Progressive Target 2014	Progressive Target 2015	Target 2016
HDR student load	2937	3024	3115	3208	3304
HDR student completions by masters	152	150	154	159	164
HDR student completions by doctorates	502	512	554	570	587

PART SIX: GENERAL PROVISIONS

6 GENERAL PROVISIONS

6.1 Compact Review

6.1.1 The Commonwealth and the University will review the compact annually. This review will be a mechanism for considering progress made towards agreed goals outlined in this compact. Compact review will aim to ensure that the Commonwealth and the University will continue to focus on key objectives and strategies and will be an opportunity to consider developments that may impact on the compact or trigger a need to change the compact.

6.1.2 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.

6.2 Privacy and information sharing

6.2.1 Subject to clause 6.2.2 below, the University acknowledges and agrees that any information it provides to the Department for the purposes of this compact, may be accessible under the *Freedom of Information Act 1982* and may also be:

- published by the Commonwealth in any manner in accordance with any legislative requirement;
- used by the Department for any purpose of the Commonwealth, including dealings with other Commonwealth or State or territory agencies;
- 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
- disclosed where the Commonwealth is required or permitted by law to do so.

6.2.2 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.

6.3 Changing the Compact

6.3.1 Either party may propose changes to this compact at any time. Any variation to this compact is to be in writing and signed by the University's, and the Commonwealth's Representatives.

6.4 Notices

6.4.1 A party wishing to give notice under a provision of this compact:

- a. must do so by sending it to the other Representative set out in clause 6.4.2; and
- b. must, if a response is required to the notice, set out the time in which the response is to be given;

6.4.2 The Representatives are:

- a. University Representative
Professor Iain Martin
Vice-President and Deputy Vice-Chancellor (Academic)
Room 135, Level 1, Chancellery
University of New South Wales Sydney NSW 2052
E: iain.martin@unsw.edu.au
T: 02 93852800
F: 02 93851385

b. DIICCSRTE Representative
Division Head
Higher Education Group
Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
GPO Box 9839
Canberra ACT 2601

OR

compacts@innovation.gov.au

6.5 Dictionary

In this compact, unless the contrary intention appears:

‘Department’ means the Commonwealth Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education or any successor.

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

‘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 the Minister for Tertiary Education, Skills, Science and Research.

‘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.

‘TEQSA’ means the Tertiary Education Quality and Standards Agency.

‘Term of this compact’ means the period set out in Part B of the Context of this compact.

‘University’ means The University of New South Wales, ABN 57 195 873 179

Signed for and on behalf of The University of New South Wales

by

.....
Signature Date

Professor Iain Martin
the Vice-President and Deputy Vice-Chancellor (Academic)

In the Presence of:

.....
WITNESS

.....
Full name and occupation or profession of witness (Please print)

SIGNED for and on behalf of
THE COMMONWEALTH OF AUSTRALIA

by

.....
Signature Date

Mr David de Carvalho
the Head of Division
of Higher Education Division
of the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education
a Delegate of the Minister for Tertiary Education, Skills, Science and Research

In the Presence of:

.....
WITNESS

.....
Full name and occupation or profession of witness (Please print)