



**2020 Mission Based Compact
Between the Commonwealth of Australia and The University of New South Wales**

PURPOSE

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 that 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 that includes that year.

All strategies should provide qualitative and/or quantitative measures of assessment.

MISSION

UNSW's current strategic priorities are outlined in the *UNSW 2025 Strategy* (https://www.2025.unsw.edu.au/sites/default/files/uploads/unsw_2025strategy_201015.pdf). The 2025 Strategy is unashamedly bold, ambitious, idealistic, and altruistic.

Strategy 2025 has for four years guided progress towards UNSW's aspiration to improve and transform lives through excellence in research, outstanding education and a commitment to advancing a just society.

Strategy 2025 has been underpinned by three key themes:

Academic Excellence

We are delivering life-changing research and shaping the future of higher education through our exemplary, student-led educational experience.

Social Engagement

We are leading the discussion on the greatest challenges of our time, translating our discoveries into social benefit and championing equality to create a more just society.

Global Impact

Our education pathways are reaching more students worldwide. Our top-tier partnerships and targeted local partnerships aid marginalised and disadvantaged communities here and across the globe.

These themes have, since 2016, underpinned our commitment to be a leading research-intensive and teaching-intensive university, delivering:

1. World-leading research produced observing the highest ethical standards and integrity, across the full spectrum of arts, built environment, business, design, law, social sciences, engineering, medicine and science.
2. Research impact through the generation of new knowledge applied to solve complex problems, deliver social benefits and drive economic prosperity, locally, nationally and globally.
3. Exemplary education for every student through integrating the most innovative developments in digital and face-to-face learning into novel solutions, to improve educational quality and the student experience.

4. In-demand graduates optimally prepared for the opportunities and challenges of the 21st century global workplace and motivated by a desire to make a positive impact on society.
5. Equality of opportunity for all our students, staff and the wider UNSW community, combined with a commitment to the active promotion of equality within and beyond the University.
6. Thought leadership harnessing UNSW's intellectual capacity to deliver expert contributions to lead and inform debate, policy making and global issues.
7. A significant contribution to national and global prosperity through innovative, transformative partnerships with community, industry, government and our alumni, facilitating the translation of research and education into economic and social benefits.
8. Excellence in education, leading the world in educating students from here and overseas, through our innovative and flexible educational platform, offering a truly global experience to all our students.
9. Partnerships with other leading institutions in Australia and across the globe, who share our ethos and can collaborate with us in achieving our strategic goals.
10. Social justice achievements built on UNSW's work with disadvantaged and marginalised communities in Australia, the Asia-Pacific and globally.

In 2019 UNSW has undertaken a major review of its 2025 Strategy, reflecting the fact that we are approaching the halfway point in our 2025 strategic journey. We anticipate finalising the outputs of this review by December 2019 and UNSW's 2025 Strategy Update will take effect from 1 January 2020.

Feedback from the review process so far has confirmed widespread internal and external support for UNSW's overall vision and priorities in Strategy 2025 and its specific initiatives, including targeted academic recruitment, education-focused roles, entrepreneurship programs, the prioritisation of equity, diversity and inclusion, and ambitious precinct development plans. Areas of focus for the next phase will likely include enhancing the student experience, targeting sustainability, building on our commitment to innovation and engagement, and increasing the quality of professional services.

One of our goals is to deliver a consistently excellent staff experience, and we are working to make our professional services the best they can be. The University regularly seeks formal and informal feedback from stakeholders, including staff, to assess the impact of our work and ensure it is contributing to our shared goals. Over the past 4 years the People and Culture stream has delivered additional tools and programs focused on leadership, culture, and learning to further support the development of our staff, and this work will continue to 2025.

Freedom of speech and academic freedom

Both the statement on [Freedom of Speech and Academic Freedom at UNSW](#) and the [Academic and Intellectual Freedom at UNSW](#) summary demonstrate the strong position we take on the protection of freedom of speech and academic freedom at the University, and cite relevant information from supporting documentation that further clarifies the University's position without imposing constraints. UNSW has concluded that its existing statements and associated policies are in keeping with the spirit of the French Model Code and maintains these documents with some minor amendments.

TEACHING AND LEARNING

UNSW was the first university in the world to be awarded the maximum [QS Five Star Plus](#) rating in 2012 and has maintained this rating ever since. This reflects our excellence in teaching, research, employability, inclusiveness, internationalisation, facilities and innovation.

The University's Strategy 2025 includes a range of goals, priorities and strategies to ensure excellence in teaching and learning:

- A career path for academics who are [talented and passionate educators](#). Teaching capabilities across UNSW are enhanced through a greater focus on and sharing of pedagogical research and teaching innovation. This provides the University with the ability to develop and engage renowned experts in higher education and to provide teaching leadership and mentoring, ultimately enriching the student experience. This is measured by increasing numbers of Education Focussed academics and improved retention of world-class teaching talent through investment and development support, and an increased number of Education Focussed academics successful in promotion.
- The [Inspired Learning Initiative](#) elevates the student experience and workplace preparedness by supporting the development of critical institutional capacity and individual capability for designing, developing, delivering and evaluating high-quality online and blended courses. This is being achieved through a considerable uplift in digital capability, enhanced integration of media and technology, a redesign of courses to deliver more personalised, flexible and digital learning and support for active and student-led learning spaces. The University aims to uplift 530 courses by 2025, increase the percentage of students satisfied with their course (as indicated in the University's myExperience survey) for the redesigned courses, and increase the percentage of international students satisfied overall on the ISB teaching scales. We also aim to increase the number of teaching staff integrating interactivity and educational technology in their design, development and delivery of courses to 450 by 2025.
- Active, collaborative and student-centred education spanning both physical and digital spaces is increasingly supplanting traditional mode of learning and teaching. The University has an ongoing commitment to planning, designing and delivering [technology-integrated learning spaces and systems](#) that support emerging global technology teaching approaches and enhance and personalise the student learning experience. This is measured through increased student satisfaction with learning environments (via Pulse and Learning Spaces Surveys), increased staff satisfaction with learning environments and increased ability to meet growing demand for learning spaces.
- The [Scientia Education Experience](#) emphasizes the importance of communities, feedback, inspiring teachers and digital support and shapes the total learning experiences of UNSW students through a combination of educational and experiential domains that capitalize on UNSW's strengths in curriculum design, delivery and evaluation. The outcomes of this initiative are assessed based on the proportion of students satisfied with their course (as indicated in the myExperience survey).
- The University has developed state-of-the-art online learning tools, and has launched new [completely online programs](#), extending opportunities to students in remote locations and offering students the best learning experience with a flexible delivery model that allows them to choose when and where they study. UNSW currently has 25 fully online programs and plans to establish 10 new online programs to deliver the goal of 35 online programs by 2025, concentrating on the postgraduate space.

UNIVERSITY ADMISSIONS TRANSPARENCY

The majority of UNSW students are selected primarily on the basis of an ATAR score and performance in subjects relevant to their chosen degree, or selection rank via another assessable program. UNSW published admissions information for each program in its online [Degree Finder](#) tool, including Guaranteed Entry scores, lowest ATAR & selection rank, IB score, indicative program enrolments and other relevant information for prospective students.

UNSW has three specific admissions schemes for Indigenous students which allow entry where an ATAR is not taken into consideration and which involve a range of mechanisms to measure students' likely ability to succeed at UNSW:

1. The [UNSW Indigenous Preparatory Program \(Pre-Programs\)](#) evaluate students' ability in a number of ways depending on the method most appropriate to the Faculties involved. Each applicant is assessed based on their demonstration of academic writing ability, usually through an individual reflective essay, a group presentation and an exam covering content learnt over the three and a half weeks of the program. These results are collated and reviewed by Nura Gili (UNSW Indigenous Education Unit) and Faculty staff when determining whether the student will receive an offer to their chosen program. Pre-programs are run in Medicine, Education, Social Work, Law, Business, Science and Engineering.

When it is determined that Pre-Programs students aren't yet ready for university and might benefit from some additional preparation, students are provided with information about alternative tertiary opportunities (i.e. applying to TAFE for diploma programs) or offered a place in a UNSW enabling program which runs over a 12 month period and focuses on academic skills development and equipping them with the skills to succeed in their studies in the following year.

2. [The Indigenous Admissions Scheme \(IAS\)](#) involves an interview and a written task related to the person's program preference. A Faculty representative from the applicants chosen degree and Academic Support and Student Support officers from Nura Gili form an interview panel that meets with each student applicant to discuss their academic experience, school reports, extra-curricular activities, passion for community involvement, external support and their commitment to their chosen area of study. The panel use the information provided during the interview along with documents submitted in advance to evaluate the student's ability to succeed at UNSW.
3. [Enabling Programs](#) are designed for Indigenous people who have the potential to succeed but are not yet prepared for first year undergraduate study. These programs generally run for one year, and 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. Enabling programs are currently available in Arts and Social Sciences, Business, Engineering, Law and Science and Technology.

These three programs also provide students with the academic and pastoral support available from Nura Gili, as well as the Indigenous Tutoring Program which provides one-on-one tutorial support throughout their studies.

UNIVERSITY RETENTION STRATEGIES

UNSW has traditionally maintained low student attrition rates, as evidenced in [student data](#) collated by the Department of Education. The University's raw attrition rate fell from 10.3% in 2015 to 9.3% in 2016 (the most recent publicly available data), well below the total raw attrition rate for all Providers (17.4% in 2016). Similarly, UNSW's total adjusted attrition rate fell during the same period and is also below the rate for all Table A Providers.

The University is committed to ensuring that its students are given the best opportunity to complete their studies and provides students with a comprehensive and wide-ranging array of support services over and above the requirements of the Higher Education Standards Framework (Threshold Standards) 2015. UNSW completed its latest re-registration process with TEQSA in 2018, receiving a seven-year renewal of its registration as an Australia University through to December 2025. Amongst other findings TEQSA found UNSW to have demonstrated *'a strong commitment to increasing participation of under-represented groups of students in higher education activities, evidenced by well-targeted support, appropriate to the varying needs of its students as evidenced in the University's 2025 Strategy'*.

Several of the core initiatives within the 2025 Strategy focus specifically on empowering UNSW students to realise their potential through a distinctive and personalised learning experience. Two such initiatives include the introduction of a new academic calendar (UNSW 3+) in 2019, and expanding the range and improving the quality of our online

education offerings to provide state of the art digital support for learning along with bespoke online learning programs and support services. Together these provide students greater flexibility and the ability to tailor their learning experience to achieve a better life-study balance. The University also mandates that all courses include an early assessment task due prior to the census date – this provides an opportunity for students to receive early feedback on their progress, gain a better understanding of the standards expected within their courses and program, and receive early assistance with any difficulties as required.

The University has implemented automated system processes which identify students at risk of poor academic progress as early as possible, with dedicated staff within Faculties and central support units providing appropriate guidance and support to assist these students with their studies and non-academic challenges they may be facing. UNSW's Graduate Research School provides additional support for the University's Higher Degree Research Students including a team of dedicated Candidature Management Officers.

Through the development of its Student Support and Services (SSS) Strategy UNSW is working to further advance its learning and student progression analytics capabilities in order to more proactively identify students who may need additional support. Learning analytics is being introduced into many of the University's course, and the Student Analytics and Reporting team is increasingly working with a range of units to help identify students at risk. The SSS Strategy will also examine existing academic advising services and possibilities to implement a more consolidated and proactive approach in this area.

In addition to the above strategies, the University has been focussed in recent years on encouraging students to develop supportive learning communities from the moment they first enrol at UNSW. Led by the Director of the First Year Student Experience, this initiative also seeks to implement novel ways of enabling feedback to and from students which is key to assessing our student retention strategies.

The University closely monitors student retention and attrition data to assess the effectiveness of these strategies and undertakes gap analyses in critical areas.

RESEARCH AND RESEARCH TRAINING AND INNOVATION

UNSW aims to be one of the world's leading research-intensive universities known for innovative and pioneering research that makes positive contributions across the globe. The University strives to attract and nurture the best and brightest researchers, actively boosting a culture of research excellence and integrity, mentoring and career development.

2025 Objectives

1. To establish UNSW as one of the top 50 research-intensive universities worldwide.
2. To develop a distinctive recruitment and retention strategy that attracts and retains increasing numbers of world-leading researchers and high-quality postgraduate research students.
3. To be internationally renowned for a world-class research environment, addressing major challenges and social justice issues, with the highest quality facilities, technical support and incentives that facilitate interdisciplinary research across the University.

Strategies

- Providing research support programs to attract and nurture world-class researchers spanning the whole career from PhD students, early and mid-career researchers, through to established professors and research leaders.
- Investing in the ongoing recruitment of world-class performers through strategic hire and retention programs focused in areas of research strength as well as emerging areas where capacity building is needed.

- Encouraging the development of skills in entrepreneurship, innovation and collaboration to identify better ways to translate discoveries into practice and to deliver the maximum social and economic benefit from our research.
- Leading open, informed public debate to tackle real-world issues based on critical thinking and evidence-based thought through the Grand Challenges and Thought Leadership initiative.
- Developing research training and assessment processes that place strong emphasis on producing high quality research with methodology that is rigorous, robust, and reproducible.
- Building interdisciplinary teams and encouraging cross-faculty and cross-field collaboration to address humanity's most pressing challenges.
- Building a strategic world class research infrastructure program to support the highest level of research performance.
- Implementing a pilot Industry PhD program to facilitate knowledge exchange and industry placement, with 11 projects available in 2019 and a total of 13 external partners engaged in first two years.
- Enabling open access to research outputs produced at UNSW via robust outreach strategies and streamlined systems to make work available in the University's institutional repository within 12 months of publication.

Measures of Progress

UNSW follows a rigorous monitoring and evaluation process to monitor progress towards its 2025 strategic targets. Over 20 detailed indicators are reported biannually to the University Council, and these are incorporated into the seven central performance indicators highlighted below:

1. Research Income: Measure of research income to indicate UNSW's performance in obtaining Category 1 competitive research funds and generating Category 2-4 research income.
2. Research Impact: Proportion of UNSW publications that are published in the top 10% of journals, measured by their Source Normalised Impact per Paper.
3. Research Excellence: Proportion of 4-digit Fields of Research that are assessed to be at Level 4 or Level 5 during the Excellence in Research for Australia national evaluation exercise.
4. Citations: Average number of citations per publication and the proportion of UNSW's publications that are in the top 1% and top 10% most cited papers.
5. Higher Degree Research students: Number of commencing HDR students, and the number of HDR students who complete their program in each calendar year.
6. Reputation and Rankings: Aggregate ranking of UNSW across the 3 main rankings of Times Higher Education, Quacquarelli Symonds (QS), and the Academic Ranking of World Universities.
7. International Partnerships: Measure of competitive or non-competitive research grants or contract research from non-Australian industry or Government Agencies to measure UNSW's involvement in research on the world scene with international

EQUITY

Indigenous outcomes

UNSW's [Indigenous Strategy](#) includes but goes beyond simply increasing our Indigenous student body and workforce. It also centers on research excellence and growing the talent pool of Aboriginal researchers and leaders who will make an impact in their communities, nationally, and internationally. A major focus of the Indigenous Strategy is to amplify the work of the Indigenous Law Centre (ILC) and establish a multidisciplinary research institute that will continue to influence law and policy at national and international levels.

UNSW has a range of strategies to increase the number of Aboriginal and Torres Strait Islander students participating and succeeding in its degree programs. These are coordinated by Nura Gili and overseen by the Pro-Vice-Chancellor Indigenous, and include:

- Indigenous Science and Engineering Program (ISEP): a recruitment program targeting high school students in years 7-9 to stimulate interest in STEM. Classes are conducted at UNSW in a 3-day program using a variety of fun and interactive learning experiences.
- Winter School: a week-long residential program targeting high school students in years 10-12. The program provides opportunities for approx. 100 students to experience life on campus, including full board in a UNSW college, and offers programs across built environment, business, creative arts, education, engineering, Indigenous studies, law, medicine, science, social work and visual art.
- Indigenous Preparatory Programs (Pre-Programs): a 3.5-week residential program (business, law, social work, education and medicine) during November and December coordinated by Nura Gili in partnership with UNSW Faculties. Approx. 75% of students who participate in the pre-programs progress successfully into undergraduate programs at UNSW. Students who aren't yet ready for university studies are offered a place in a 12 month [Enabling program](#) which focuses on skills development for students to equip them to succeed in their studies in the following year.
- The Indigenous Admissions Scheme (IAS) provides an alternative pathway for Australian Aboriginal and Torres Strait Islander people into UNSW undergraduate degree programs. The scheme involves an interview and a written task related to the applicant's program preference, which are used to evaluate their ability to succeed at UNSW.

Staff from the PVC Indigenous portfolio also coordinate a number of outreach activities, including an information stall at the NSW Koori knockout rugby league carnival (attracts approx. 30,000 Aboriginal and Torres Strait Islander visitors every year), a Year 12 information day, a presence at the National Indigenous football championships and the annual Yabun festival, amongst other events.

To assist Indigenous students to succeed at UNSW, Nura Gili has a dedicated team of student support officers who offer both academic and pastoral support activities. These include:

- Academic support: the Indigenous Tutoring program, providing specialized tutoring, is utilized by an average of almost 200 Indigenous undergraduates every year.
- Academic assistance (e.g. proof-reading assignments and offering feedback), advice on course planning and changing courses, etc.
- General support: 24/7 dedicated study space with kitchen area, advice related to finances, Abstudy, accommodation, being away from country, personal and family matters, etc.

Achieving equity for regional and remote students, low socio-economic students and students from other equity groups

As part of the 2025 Strategy UNSW has set a goal of achieving low SES enrolments of 13% of the overall student body. To support this goal the UNSW outreach program [ASPIRE](#) works with 54 partner schools – both Sydney metropolitan schools in low-SES communities and schools from regional New South Wales. The program's focus is to increase access to higher education for students from underrepresented groups, and involves educational capacity building opportunities for schools and students to equip young people for university. The program also offers enrichment opportunities such as mentoring, workplace engagement, and parent events. Outcomes of the program are measured in the number of recent school leavers from partner schools receiving offers and enrolling in tertiary education, comparative to non-partner schools

post-school destination data, along with qualitative feedback from students and teachers involved with ASPIRE.

UNSW also introduced a contextual entry program, [Gateway](#), in 2018. This scheme offers an adjustment factor of up to 10 points for students from 370 identified schools, in particular those which have large proportions of students from low-SES backgrounds and regional high schools in NSW. This ATAR adjustment applies to UNSW programs with an entry cut-off of 90 or below. While the program is in its early stages, the number of offers and enrolments through Gateway are being monitored along with student academic standing and first year Weighted Average Marks (WAM) (compared to students from non-gateway schools) in order to assess the impact of the program.

UNSW provides Equity and Rural Accommodation scholarships to further support students from equity groups with the cost of living and studying in Sydney.

Reducing unemployment

The ASPIRE outreach program addresses employability, encourages lifelong learning and highlights the importance of higher education. It also highlights the range of degrees and vocational opportunities available to students, in particularly focussing on careers relevant to their region along with pathways into training and university. Outcomes of the program are measured through the number of recent school leavers from partner schools receiving offers and enrolling in tertiary education, comparative to non-partner schools post-school destination data, along with qualitative feedback from students and teachers involved with ASPIRE.

UNSW Student Academic & Career Success (SACS) offers Educational Pathways including the University Preparation Program (UPP) for mature age students and the UNSW Preparation Program (UNSW Prep) for students 17 – 19 years old. The UNSW Prep program addresses youth employability and provides support to students that don't meet the cut-off for degree entry. It is a one-year (18 months for Engineering) pathway to a UNSW degree, in which students study subjects that allow them to develop their academic skills, including maths skills if needed, so that they can achieve their potential. Students also study degree level courses from week one, providing them with a realistic introduction to university-level study. Students who do well in these courses can earn course credit towards their studies in their chosen degree.

Student support for relocating students

As Australia's global university, UNSW has a large number of students who travel from outside Sydney and from over 130 different countries to study with us. The University provides a wide range of support mechanisms for relocating students, including:

- Provision of financial hardship support and emergency accommodation support
- Specialised advice, support and triage for students experiencing personal challenges impacting their studies
- Pro-active management of students at risk and critical incidents
- Peer mentoring, student development and engagement programs
- Over 4,000 beds in colleges and other student accommodation on campus, with dedicated pastoral care and academic support networks for residents

Under the leadership of the Director of the First Year Student Experience, the University is focussed on encouraging students to develop supportive learning communities from the moment they first join UNSW. Students from ASPIRE partner schools who enter UNSW via the [ASPIRE Advantage](#) program also receive personalised assistance to transition successfully into first year university life.

The dedicated International Student Experience Unit provides support services and information to new international students about settling into Sydney and commencing their studies at UNSW, including:

- A free airport pickup service for newly commencing international students
- A Welcome Centre and Welcome Day, designed to introduce international students to studying at UNSW and to provide them with a practical experience of attending lectures and learning in Australia
- Arrival Essentials sessions covering topics such as settling in, living and learning in a new environment
- Campus Tours which allow students to familiarise themselves with the campus and get to know other students
- Under 18's Induction Day, a mandatory session for all students under 18 years old who have taken up UNSW's care, welfare and accommodation arrangements
- A Cultural Mentoring Program which matches new international students to a senior student 'buddy'. Cultural Mentors are available to answer questions about learning at UNSW or living in Sydney and can provide new students with insight into Australian cultures and customs.
- The Alumni Host Program connecting international postgraduate students with members of our UNSW Alumni community.
- The Introductory Academic Program (IAP), which prepares international students to start their degree with 4 weeks of face-to-face sessions before the start date of each Term. The program familiarises new international students with the demands of the Australian academic environment with an emphasis on the academic skills needed to make a smooth transition to study in Australia.

In addition, all UNSW students have opportunities to join Orientation Week activities to meet fellow students and learn about the range of support services provided by the University. Specific orientation activities are provided for students with a disability to ensure they have access to all appropriate support before they commence their studies.

Strategies to increase community access to university facilities

UNSW has developed a vision for its Kensington campus to guide campus growth and evolution over the next 20 years and beyond.

As part of its 2025 Strategy, this vision supports UNSW's goal to be Australia's global university, improving and transforming lives through excellence in research and outstanding academic and research achievements.

The vision will help deliver a rewarding, holistic experience for students, staff and the wider community. The goal is to create a university city – a vibrant destination with hubs underpinned by core research and academic functions, further embedded by delivering places that instil a sense of civic pride and are integrated with diverse uses including health, enterprise, housing, wellness and recreation, supporting a digitally enriched learning environment. Key elements include:

- Significant improvements to sporting facilities, and a recreational environment that will be open and inviting to the wider community.
- Facilitating on-campus venue hire opportunities for external events
- Leasing arrangements with retailers who provide goods and services to the broader community
- Removing barriers to engagement, including gates and fences, to develop a more inviting and inclusive campus
- Engaging with the public through clinics and other facilities within the new Randwick Health and Education precinct

The University is in the process of implementing measures to track and report on community participation in, attendance at and access to UNSW events and facilities. Investment in initiatives, such as those outlined above, is also monitored to track progress against our strategies to increase community participation in our facilities.

Strategies to increase aspirations and advice to school students on study options

The UNSW ASPIRE and ASPIRE Advantage programs seek to raise awareness, support aspirations, and boost academic attainment amongst young people who are underrepresented at university through cumulative educational experiences and exposure to university learning contexts. In-school workshops and on-campus events provide tailored advice and guidance on ATAR attainment, subject selection, admissions pathways, courses available, and the benefits of attaining a degree.

The ASPIRE Advantage program works specifically with Year 10-12 high school students to provide early support for the transition to higher education. A large part of the program consists of Faculty-run on-campus events which provide early opportunities for course content discovery and experiential learning. The program also involves workplace visits for groups of students from partner schools and mentoring, where schools take up this option. As noted above, the impact of the ASPIRE programs is measured through analysis of offers to university programs (Australia-wide) and qualitative feedback from students and teachers.

In addition to the key work undertaken through the ASPIRE programs, the University is developing a better understanding of the aspirations of identified cohorts of students by monitoring attendance at and engagement with Faculty-specific activities. We are also improving the availability and accessibility of advice services for students through the introduction of new channels such as live chat, web forms and extended contact centre times. This is supported by increased training for front line staff on working with and providing advice to students from diverse backgrounds. This initiative will be assessed based on increased availability of advice channels for prospective students (year-on-year measures), and improved turn-around times.

UNSW is working to increasing access to and the availability of University-specific advice in identified schools (namely 30 focus schools on the former UAC S01E defined list) through proactive outreach by the Future Students team. The success and impact of this strategy is measured by tracking engagement activity by school, and monitoring shifts in UAC Preferences over time by school.

UNSW also provides specific marketing support for recruitment activities targeting woman in engineering in light of the underrepresentation of this cohort across the industry. Monitoring of this initiative focuses on improvements in the gender balance in Engineering at the Faculty level.

UNSW is committed to making education accessible by all and ensures the accessibility of all print marketing collateral and materials through accessibility audits of all future student marketing collateral

LABOUR MARKET OUTCOMES

The UNSW 2025 Strategy is informed by industry advice, reports and data, which are used to identify and address skills needed for the future of work. On this basis UNSW develops programs which ensure that all UNSW students will obtain a holistic education, securing the real-world practical skills needed for a rapidly evolving workplace.

To enhance employability and the career prospects of our graduating students, all undergraduate and postgraduate coursework degrees provide opportunities for students to take up Work Integrated Learning courses, thus enabling students to engage directly with industry and/or

community organisations as part of their degree. UNSW Advantage provides similar opportunities as part of an extra curriculum career development program alongside activities offered as part of the Student Academic & Career Success initiatives. UNSW is aiming to offer 2,000 new individual student WIL placements (1,000 local and 1,000 international) to provide a range of opportunities to students through securing 50 new whole-of-institution industry and community partnerships. To ensure our students are work-ready and our program align with employer needs, the overall goal is to introduce a WIL course in every undergraduate and postgraduate coursework degree.

Success in this area will primarily be measured using and Graduate Outcomes Survey (GOS) outcomes, along with course feedback (myExperience) and data from the Student Experience Survey (SES) to track quality and satisfaction over time

SECURITY MEASURES

The University is providing thought leadership in the Cyber space through:

1. Participation in the University Foreign Interference Task Force working groups for Research and IP, Culture and Communication and Cyber
2. Preparing a submission to the Australian Governments Cyber Security Strategy 2020 public consultation
3. Continuing to prepare the next generation of cyber specialists through our UNSW Security Engineering Capability Academy (SECEdu) and UNSW Canberra Cyber

UNSW has in place a range of industry-standard technology capabilities to protect data against cyber attack, including:

- High speed internet
- Security Operations Centre
- Firewalls
- Vulnerability Management (Patching, Anti-Virus, Vulnerability Scanning)
- URL and Email filtering
- Security Incident Event Management
- Multi-Factor Authentication for system administration access
- Penetration testing program
- IT-wide cyber awareness program combining on-line learning, phishing simulations and face to face sessions
- Relationships with key partners – Joint Cyber Security Centres, AusCERT

The [UNSW Data Breach Policy](#) was approved and adopted in 2018, and a formal data breach management committee oversees the investigation of and response to any suspected data breach. All data breach related incidents are logged and tracked via the UNSW IT Service Desk. The committee has responded to a number of incidents, with those of significance subject to post-incident review for follow up and process and technology improvements. Where appropriate, notifications have been made to Government bodies.

A comprehensive multi-year cyber program was approved by the UNSW Management Board in 2018. Projects being delivered in 2019 include:

- An on-going university-wide cyber awareness program combining on-line learning, phishing simulations and face to face sessions
- A Security Incident Event Management for cloud environments
- A new identity provisioning platform
- New data leakage prevention capabilities
- Privileged Account Management
- A comprehensive Governance Risk and Compliance platform with modules to be rolled out progressively – including IT Risk, IT Compliance, IT Threat & Vulnerability, Third Party Management and Business Continuity Planning

Projects planned for 2020 include:

- Continuation of the University-wide cyber awareness program
- Identity and access management related improvements to support the IT, Digital and Cyber

Further strategies include:

- Further maturing the new data leakage prevention capabilities, and scope expansion
- Finalisation of Governance Risk and Compliance module deployments
- Defence Industry Security Program (DISP) certification for the Australian Defence Force Academy in our Canberra office
- Cyber governance operating model
- Information Security Management System
- Network segmentation

Measures in place to enhance the identification and deterrence of foreign interference activities including actions to ensure compliance with relevant legislation.

The University operates a Legislative Compliance Framework to identify all applicable legislative obligations impacting on the University. Under this Framework, management responsibilities for legislative obligations are documented and certification is conducted on a regular basis to document evidence regarding and assurance of effective compliance management. Obligations imposed by legislation to identify and deter foreign interference would be assessed to determine their impact on the operations of the University and would be incorporated into the Framework as required. The University is participating in a number of higher education sector working groups looking at the impact and management of foreign interference and is committed to implementing the appropriate measures required to identify and deter foreign interference.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by Danielle Donegan, Acting First Assistant Secretary,
Higher Education Division of the Department of
Education, Skills and Employment as delegate of the
Minister for Education.

Signed by

Danielle Donegan

Date: 17 December 2020

In the presence of:

Signed by

Sabrina Kim

Position of witness

Policy Officer

**SIGNED for and on behalf of
University of New South Wales**

Signed by

Professor Ian Jeffrey Jacobs

Position

President and Vice-Chancellor

In the presence of:

Signed by

Leanne Carol Anderson

Position or profession of witness

Senior Executive Officer to President and the Vice-
Chancellor
