Australian Government

Department of Education, Skills and Employment

2020 Mission Based Compact
Between the Commonwealth of Australia and The University of the Sunshine Coast

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

USC's vision is to be a university of international standing and an unsurpassed community asset, focusing on the region from Moreton Bay to Fraser Coast. To advance this vision, USC's goals are to be a primary engine of capacity building for its region; a comprehensive multi-campus university growing towards 35,000 students; and positioned globally as a top-500 university, and a top-100 university under 50 years of age. This involves increasing student enrolments and improving student success; increasing research productivity and impact; fulfilling the potential of USC's expanded geographic footprint; improving institutional effectiveness; providing leadership in capacity building; and strengthening engagement with USC's communities.

A key priority for USC is ensuring the success of its new full-service Moreton Bay campus, due to open in early 2020, and serving a community of 450,000 people. That priority is fully aligned with USC's determination to play a leadership role in capacity building in our region, in partnership with government, industry and community. As a place-based, regional university, USC recognises that our staff and students are our greatest asset, and that the great majority of our students and staff are also members of the region we serve.

USC's declared values of scholarship, discovery, sustainability, engagement, respect, social justice and integrity inform our actions. Our integrity statement in our Strategic Plan specifies our overarching commitment to freedom of enquiry and expression.

Full details, including USC's values and the priorities, initiatives and key result areas underpinning USC's vision and goals can be found in USC's *Strategic Plan 2019-2022*.
https://www.usc.edu.au/explore/vision/strategy-quality-and-planning/strategic-plan-2019-2022

USC's response to the French Review recommendations
In early 2019, as part of its provision of information to the French Review, USC evaluated key documents including its Strategic Plan 2019-2022 and Enterprise Agreement in relation to free speech and academic freedom. This evaluation aligned with USC's monitoring of our compliance with the Higher Education Standards Framework. HESF 6.1.4 requires that 'the governing body takes steps to develop and maintain an institutional environment in which freedom of intellectual inquiry is upheld and protected'. USC's longstanding approach is to create an environment where freedom of intellectual inquiry is articulated within policy supported by a culture within which students and staff are able to actively participate in robust rational debate confident that they will be treated with courtesy, fairness and respect.

The USC Council has discussed the French Review recommendations and proposed Model Code. While the Council has expressed in principle support, some concerns have been raised including how the Model Code would be implemented. The proposed Model Code is due to be discussed at the Universities Chancellors Council in October.

In addition, in August 2019, USC officially launched the USC Chapter of Scholars at Risk, an international organisation focussed on academic freedom.

USC is also reviewing its obligations under the Human Rights Act 2019 (Qld) which references 23 separate human rights including a right to 'freedom of expression' and which Act is due to come into effect from 1 January 2020.

TEACHING AND LEARNING

USC's objectives and priorities for teaching and learning

USC boasts a sustained 5-star rating in *the Good Universities Guide.* The quality of the blended learning student experience is paramount to our reputation. Blended learning fuses educational technologies, virtual environments and teaching in physical spaces to enhance the student learning experience at USC. It is the imprimatur of USC in respect of teaching and learning, with high quality and distinctive student experience that is central to our future success. Programs need to be at the vanguard of quality and relevance, with extensive integration into the workplace and community as a living classroom. These actions and intent are being coordinated in a renewed Academic Plan that prioritises quality teaching, innovative curriculum and employability.

The opportunity provided by technology and our blended learning approach allows face to face interactions to be concentrated on a structured experiential curriculum. This enables teaching moments to be bespoke and highly contextualised for different groups of students in fast-changing environments. We aim to develop further flexibility of curriculum to suit our different student demographics.

The blended learning framework ensures quality within the online environment providing a standard of core elements for all courses to meet. This provides consistency for students within the learning management system across all courses and delivery sites. A rubric is provided for evaluation of course sites to ensure adherence and quality.

In terms of new and optimised offerings, we will further increase synergies between the Schools in fostering collaboration across disciplinary lines to create new opportunities, new offerings considering economies of scale. Co-creation of curriculum with partners in industry, health, social services, First Nations people and businesses will ensure that engagement and corporate buy-in occurs. This will ensure that USC programs continue to be future-focused, whether they are degree programs, new suites of postgraduate programs or micro credentials in line with the USC curriculum design principles. Work Integrated Learning (WIL), effective partnerships with industry and the fostering of new student-led industries will provide opportunities and experiments for students that can fund studies and offer a multitude of career experiences.

The number of taught postgraduate programs at USC is relatively low. The market is ready for expansion and USC will deliver within a community that is now embracing lifelong learning. To suit the many different demographics of student maturity across our regional footprint, the flexibility of our offerings will be thorough, genuine and contemporary. The program External Advisory Committees (EAC) are important for ensuring relevance of programs, and the meetings of each School's EACs are reported to Academic Board.

A whole of University Digital Literacy project will be rolled out in 2020. It ensures all staff and students have a minimum standard of digital literacy to enable access to and efficient use of the University systems. It is underpinned by wellbeing in the digital space and attends to cybersecurity, our digital footprint and technology enabled learning opportunities across our multi-campus environment. This will be evaluated using the key performance indicators as part of the USC basics 2020 recommendations.

USC's strategies to ensure quality in teaching and learning
USC works to ensure quality in teaching and learning at a number of levels. The Office of the DVC (Academic) has reviewed the promotion processes of the University to ensure that quality teaching is rewarded equitably.

The University's Centre for Support and Advancement of Learning and Teaching (C-SALT) provides leadership, guidance and support to academic staff in developing structured and scaffolded approaches to learning and teaching. The postgraduate equivalent course 'Foundations of University Teaching' (FUT) is mandatory for new staff during the probation period. The introduction of our Advance HE Higher Education Academy accredited partnership allows USC to assess and award fellowships. This accreditation is producing a community of Fellows with evidenced expertise in learning and teaching against an international standard.

Student evaluations of courses (eVALU8) are undertaken each time a course is offered, with over 1,000 courses assessed in 2018 and just over 500 assessed to date in 2019. With over 16,000 respondents to date in 2019, 85% are satisfied with the quality of the course and 86% of respondents indicate that 'the quality of teaching helped me to achieve the learning outcomes'. The Office of the DVC (Academic) reviews the top and bottom 20 courses each semester giving a formal structure for best practice to be shared and remedial action to be taken where required. The Course Feedback Report is completed by all course coordinators to ensure they are responding to student and peer feedback and making changes accordingly with eVALU8 data for all campuses and study sites made available to all staff via USCBI. The Active survey supports eVALU8 and enables continuous feedback so that staff can be responsive to student feedback during the semester. Qualitative comments can be shared with colleagues for quality assurance. A specific action is to increase the levels of student participation in the survey.

The overall offerings of the University are approved by Academic Board, chaired by the DVC (Academic), through a program of continual review. The Review of Academic Governance in 2018 and the removal of Faculties has led to a restructure of the committees of Academic Board with the formation of a Program and Courses Committee and an annual review process of the programs offered by each School. This will give more focus and rigour to the review of the quality of curricula.

For the nine USC Schools, each School produces an academic plan with specific actions to improve the SES scores, each School has a School Board with teaching quality a standing agenda item, and School Boards report to Academic Board. Bespoke interventions developed by Schools include peer review of teaching, development of communities of practice, development of student researcher activities and replacing sessional staff with fractional teaching focused staff. Each School also has a strong focus on the first-year experience, with supportive remedial and cultural interventions to address issues of attrition. USC has a distributed leadership model in place to support the first year of study with a first-year experience lead responsible for embedding first year pedagogical approaches in the curriculum in each School for sharing discipline-specific best practice.

Peer review of programs and courses is required as per our policy and procedures. Schools embrace the requirement for peer review of courses internally and externally via the peer review portal and benchmarking. Annual course reviews enable staff to make changes according to student and peer feedback.

A key component of USC's face to face and quality student learning is the delivery of practical sessions within clinical, workshop, kitchen and laboratory infrastructure. Responsibility for these spaces has been centralised into an organisational unit within the DVC (Academic) portfolio to achieve economies of scale and ensure that students are able to access high quality experimental curriculum influenced by USC's research focus and leading pedagogy.

The USC Library supports students, researchers, and staff through the provision of client-focused services, collections and facilities. Discipline experts work with academic staff on the development and revision of course material. Information literacy, open educational resources, and equity of access are central to USC's efforts to continually improve teaching quality, student outcomes and the student experience.

TRANSPARENCY
Students who do not have an ATAR score can be admitted on the basis of the following:
- VET qualifications (Certificate III and above)
- Prior tertiary study
- Work and life experience including employment experience and Special Tertiary Admission Tests
- Bridging study

Applicants with these qualifications and/or experience are assessed using QTAC schedules for determining selection ranks based on their qualifications.

USC also offers the following admissions pathways:
- Early Offer Guarantee Scheme – based on a Principal's recommendation scheme for current Year 12 students
- Indigenous Direct Entry and Access Scheme – applicants may be admitted to a program based on their potential to succeed as evidenced by past experience in relation to study and employment, as well as community involvement, past achievements or awards.

USC uses QTAC schedules to determine selection ranks based on level of study, GPA and duration of study, and skill level required for employment experience and the length of service in employment. These schedules are used by participating institutions to enable comparability of assessment.

Evaluation of student progression, grades and retention of students admitted on the basis of admission pathway is undertaken regularly. Analyses suggest that students admitted through the Early Offer Guarantee Scheme are performing as well as and, in some cases, better on these measures than other Year 12 students admitted on the basis of ATAR or selection rank.

https://www.usc.edu.au/learn/how-do-i-apply/getting-into-uni/admissions-explained

UNIVERSITY RETENTION STRATEGIES
USC employs a range of strategies (inclusive for students from regional and remote areas) to improve retention and success of our students. Student support is provided by Student Engagement team, incorporating the Student Experience and Support for Learning teams, and also from the Student Wellbeing and AccessAbility teams. Key initiatives include:
- Welcome calls and intervention campaigns delivered by the Student Success team
- Toolkit call-back to students who complete the University readiness toolkit and request a call-back and students identified at risk
- Student Experience survey call-backs by Student Success Adviser
- Academic advice and support from the program advising team
- Preparing for USC Session - Group presentations outlining services, supports and systems which support student success at USC

- Careers advice
- Student support programs including:
  - pre-semester workshops, drop-in sessions throughout the semester
  - Learning Access Plans
  - Counselling support
  - Inclusion and AccessAbility support services for students with disability
- Early semester check-ins made between week one and week four
- Early alert calls made to students who have disengaged or failed an assessment task
- Monitoring Academic Progress and Exclusion (MAPE) – Student Advisers review student responses to Academic Improvement Plan and contact the students to offer further advice and support.
- Retention and return to study – students who fail to re-enrol or withdraw from their program are contacted to determine the reasons and offered support to continue with their studies
- Deferred students are contacted (email and phone call) to facilitate their re-engagement with their studies

Equity scholarships and scholarships for students from Indigenous backgrounds provided to eligible students.

USC student support initiatives undergo regular evaluation, which measures student progression, GPA and retention as well as qualitative feedback from students supported through these initiatives.

The following KPIs have been set to achieve USC's targets in relation to learning and teaching:
- KPI 1.1.1: Student enrolments (EFTSL)
- KPI 1.2.1: Student attrition
- KPI 1.2.2: Student satisfaction
- KPI 1.2.3: Graduate outcomes
- KPI 1.2.4: Access for groups underrepresented in higher education
- KPI 3.1.1: Initiatives implemented at campuses
- KPI 3.1.2: Enrolment rates across USC regions
- KPI 5.2.2: Graduate employment within USC's region from Moreton Bay to Fraser Coast

Further information on the targets for each KPI are available on request.

RESEARCH AND RESEARCH TRAINING AND INNOVATION

USC's research development strategy is based on research capacity building, development of demonstrable research strengths, achievement of academic excellence, and knowledge transfer to business/government.

The current focus for research training is increasing the quantity and quality of higher degree by research (HDR) students; establishment of a USC Graduate Research School to better service the HDR community; preferential positioning of HDR students into areas of focused and demonstrable research strength; improving the research environment of USC's existing and emerging research strengths; supporting applied research projects where HDR students undertake research on the premises of their industry partners; and establishment of a formal partnership with the APR to provide internships to USC HDR students.

Applied research dominates the USC research horizon. Intensification of applied research through local, national and international collaboration, together with provisions on pathways for research commercialization, is driving USC's translational research strategy. Translational research is the model for the development of research in key areas such as health, forestry and road safety, particularly through establishment of the Sunshine Coast Mind and Neuroscience-Thompson Institute, Forestry

Research Institute, Centre for Human Factors and Sociotechnical Systems and USC Road Safety Research Collaboration.

Up to December 2018, USC invested $30,000 p.a. in support of open access publishing. However, this was superseded by a Green Road Open Access publication service entailing a self-archive of a full text version of articles in the USC Research Bank with library staff working through the associated copyright permissions.

https://www.usc.edu.au/research-and-innovation

The following KPIs have been set to achieve USC's targets in relation to research and research training and innovation:
- KPI 1.2.3: HDR Graduate outcomes
- KPI 2.1.2: THE Young University Ranking Scores (Research Quality Indicators)
- KPI 2.2.1: HERDC research income
- KPI 2.2.2: Higher Degree by Research student enrolments (EFTSL) (also in areas of research strength)
- KPI 2.2.4: Scopus indexed publication citations
- KPI 2.2.5: Higher Degree by Research completions
- KPI 2.3.1: Number of patents
- KPI 2.3.2: Research commercialisation income
- KPI 6.2.1: Proportion of revenue from industry funding (also involving HDR Student engagement)

Further information on the targets for each KPI are available on request.

Additionally, USC will examine other key measures to track progress:
- Meeting of milestones against HDR Review Management Response
- Externally benchmarked performance of USC research
- APR internship numbers
- Numbers of archived full text on-line publications

EQUITY

USC's strategies for improving Indigenous outcomes and related targets
Indigenous Services supports Indigenous student participation, progression and success through multiple initiatives, linked to KPI 1.2.4 re new Indigenous enrolments and national average access rates for Aboriginal and Torres Strait Islander students:
- Developing and implementing the whole of University's approach to Reconciliation
- Developing assistance programs and student facilities for students
- Developing strategies to employ more Indigenous staff across University
- Organising cultural activities and events within the University, e.g. annual Indigenous Education Symposium
- Providing academic assistance to students
- Providing a culturally safe Aboriginal and Torres Strait Islander presence on each campus and a contact point for students, staff and community members
- Providing the University with information about Aboriginal and Torres Strait Islander people, culture and knowledge
- Providing study equipment such as laptops and textbooks other resources for loan by Aboriginal and Torres Strait Islander students
- Enabling informed career choices and assisting with employment options
- Delivering cultural awareness workshops for staff and students

<u>USC's strategies for achieving equity for regional and remote students, for low socio-economic students and students from other equity groups</u>

USC considers equity in their planning and strives toward meeting defined equity objectives embedded in strategy. As a university, we prioritise increasing access to higher education for all equity groups, in particular, students from low SES backgrounds, Aboriginal and Torres Strait Islander students, regional and remote students and students with disabilities. Strategies include school-based and community-based aspiration building and academic preparation programs, particularly focused on career identification from year 4 – 10, and a range of activities including on-campus experiences and USC's undergraduate enabling program the Tertiary Preparation Pathway. Specific strategies are also in place to address the needs of current USC students from equity groups, these strategies include the introduction of pathway Diplomas in 2019; equity bursaries; and additional support services for students with disabilities. All support services are designed with the overall aim of increasing participation and success of the cohorts of students who enrol at USC. Equity perspectives at non-metropolitan institutions like USC are guided by the needs of diverse and distributed populations and sites.

USC's Indigenous Services leads work relating to Indigenous students and community. Strategies to achieve equity for Aboriginal and Torres Strait Islander students include USC's school engagement program, community programs and cultural events as well as study and academic pathways to USC programs. Elements of the strategies include: Murri Futures targeting years 7-12; USC Buranga Camps targeting years 9-10; USC Buranga Leadership Camp targeting years 11-12; Homework groups targeting years 7-12; Boys to men program targeting years 7-12; Indigenous Direct Entry and Access Scheme (IDEAS); and USC's Tertiary Preparation Program.

<u>USC's strategies for reducing unemployment in the regions serviced by institutions, including youth unemployment rates</u>

USC offers professionally accredited programs across a comprehensive range of disciplines, providing regional students with access to education in sectors with employment opportunities including nursing, education, health, business, psychology, creative industries, tourism, law, engineering, etc. All USC programs incorporate strong aspects of work integrated learning as essential components in courses. Effectiveness is measured through the number of students choosing USC's programs, and the number of students successfully completing and graduating. The Federal Government captures graduate employment data for all universities through the Graduate Outcomes Survey, and USC closely monitors its performance against sector benchmarks.

<u>UCS's strategies for increasing student support for relocating students</u>
USC's student support services, including counselling services, work with relocating as well as local students. For example, the Tenancy & Welfare Officer supports students including those relocating and transitioning to university.

Financial stress has been identified as a key impediment. USC continues to increase its financial support for students, especially for those from low income backgrounds, seeking philanthropic support externally and from the USC community. Recognition of financial difficulties students were having when starting or relocating has led to revised timings for USC's equity and other bursaries. There are also financial support loans up to $500 for students with financial difficulties. In 2019 (for the 2020 academic year) USC introduced re-location scholarships for students who can commence study at the Fraser Coast campus and then transfer to another campus to complete their studies.

USC's strategies to increase community access to university facilities

USC's strategies include deliberate development and maintenance of university facilities that are valued by our community, matched by a long-term commitment to encouraging and ensuring community access to those facilities and hosting major and minor community, schools and university events throughout the year. Those facilities include the USC Art Gallery; major sporting facilities; and health clinics. Specific strategies relating to school students, including from areas which have previously had low engagement with higher education include:

- Bus subsidies to schools to ensure their students have access to on-campus events, particularly in those catchments which have reduced awareness of and access to higher education opportunities. Effectiveness is measured by the numbers of students taking up the opportunities and engaging with the activities. Targets are set, monitored and reviewed with each activity.

- Open Days and other on-campus activities to raise awareness of and comfort with the university environment for a broad range of school students. It also makes its campuses available to schools for their own activities including festivals such as Voices on the Coast and regular workshops such as CoderDojo. Effectiveness is measured by the numbers of students taking up the opportunities and engaging with the activities. Targets are set, monitored and reviewed with each activity, most commonly through post-event evaluation such as surveys.

- USC's Headstart program to students in Years 11 or 12 enables them to study first-year university subjects in an on-campus environment alongside other USC students. These subjects are provided at a heavily subsided cost – the first subject is free and further subjects at a heavily discounted rate. USC also provides Headstart scholarships to ensure this program is fully accessible to students. Effectiveness is measured through the number of students enrolling in these programs, as well as the number who go on to higher education following high school.

USC's strategies to increase aspirations and advice to school students on study options

USC provides a strategic suite of in-school and on-campus activities for school years 7-12, focused on school students' interests, strengths and ambitions, with increasing focus on study options and career opportunities as students progress through the upper levels of school. Effectiveness is measured through the number of engagements by type and audience and by the number of students who then take up opportunities including Headstart, Early Offer Guarantee, and preference USC in their QTAC applications.

USC conducts regular professional development activities with school staff including guidance officers and subject teachers, to ensure those with closest contact with school students have up-to-date knowledge of study options. Effectiveness is measured through surveys following engagement activities.

With almost 50 per cent of students who are the first in their direct family to attend university, USC has developed a research-informed specific parent engagement strategy including regular email communications, parent lounge website, events and other resources to raise awareness of study opportunities. Effectiveness is measured through engagements at events, through enquiries, readership statistics, etc.

USC hosts an online live chat staffed by student ambassadors each week, encouraging school students with specific questions or concerns to seek relatable, accurate information. Effectiveness is measured through website traffic to the online chat as well as qualitative assessment of responses.
USC produces a wide and targeted suite of publications, website resources, events, advertising, media and direct communications to provide essential, accurate and relevant information. Effectiveness is measured through reach, readership and engagement with each of these assets.

The following KPIs have been set to achieve USC's targets in relation to equity:

- KPI 1.1.1: Student enrolments
- KPI 1.2.1: Student attrition
- KPI 1.2.2: Student satisfaction
- KPI 1.2.3: Graduate outcomes
- KPI 1.2.4: Access for groups underrepresented in higher education
- KPI 3.1.1: Initiatives implemented at campuses
- KPI 3.1.2: Enrolment rates across USC regions
- KPI 5.2.1: Achievement of capacity building targets across all campuses as specified in each USC Campus Plan
- KPI 5.2.2: Graduate employment within USC's region from Moreton Bay to Fraser Coast
- KPI 6.2.2: Revenue from philanthropy funding

Further information on the targets for each KPI are available on request.

LABOUR MARKET OUTCOMES

<u>USC's strategies for identifying skills gaps within the relevant student and business catchments</u>

USC undertakes regular regional market and census research to identify sectors with employment demand and opportunity, and uses this research to inform program development, facilities and support services requirements. The concept of community as being involved in lifelong learning has identified the specific need for institutional activity on short courses and nested programs. Specific consultation with local business has allowed bespoke courses to be developed and co-created with specific identified audiences.

<u>USC's strategies for meeting labour market priorities at a local, regional and/or national level</u>

USC undertakes research including federal and local government, education sector and business sector reports into labour market trends, opportunities and emerging industry growth areas, to inform program and service development and delivery. Where a specific labour market area is identified, a working group will determine the USC strategy in program development. This has been the case for specific areas such as surgery, disability, digital futures and data science.

<u>USC's strategies to address employability and graduate attribute skills gaps to ensure students are work ready</u>

The Graduate Outcomes Survey (GoS) and Employer Satisfaction both indicate that USC students are above the national average for work readiness. Our strategy here relies on mandatory and meaningful work placement with in-time training and preparation for work readiness. The School of Nursing, Midwifery and Paramedicine's COCI (Check In Check Out) is a valuable self-reflective tool for students on WIL.

<u>How USC applies these strategies to admissions, enrolments, and developing course offerings</u>

Throughout the recruitment stage, prospective students have access to comprehensive information outlining potential career opportunities for graduates. This is supplemented with pre-semester and Orientation workshops that highlight key outcomes at a program level. All students who have accepted an offer to a program receive Welcome Calls, which include reference to career outcomes and job opportunities, while a general discussion takes place on inherent requirements for the profession into which they are planning to work and any enrolment and support issues they may have. In addition, the dedicated Careers & Employability team meets with students throughout their studies to provide support to students to guide career choices.

The market analysis described above is combined with the knowledge of each School External Advisory Committee to ensure that offerings are contemporary. USC is developing co-created short and postgraduate courses with industry. These are designed to meet specific needs and for areas where the market is changing rapidly.

The following KPIs have been set to achieve USC's targets in relation to labour market outcomes:
- KPI 1.2.2: Student satisfaction
- KPI 1.2.3: Graduate outcomes
- KPI 3.1.2: Enrolment rates across USC regions
- KPI 5.2.1: Achievement of capacity building targets across all campuses as specified in each USC Campus Plan
- KPI 5.2.2: Graduate employment within USC's region from Moreton Bay to Fraser Coast

Further information on the targets for each KPI are available on request.

SECURITY MEASURES

USC is committed to meeting the challenge of ever-evolving security threats facing our organisation. We use sophisticated email filtering, tested backups, network wide anti-virus software, and automated patching of our server and desktop fleets as foundations of a defense-in-depth approach to information security.

The use of a Security Information and Event Management (SIEM) platform gives us visibility of events that may require investigation and mitigation. USC takes proactive steps to protect its information, for example, securing accounts that have been mentioned in another organisation's data breach disclosure. USC's Data Breach Incident Response Plan ensures that a coordinated and consistent approach to incidents is applied. Several of USC's security measures are aligned with ACSC's Strategies to Mitigate Cyber Security Incidents, including paying close attention to activity relating to high risk/value accounts and information. USC is embarking on a program of work to improve our processes and systems to align with QGCIO IS18:2018 including further developments and enhancements to the Information Security Management System (ISMS).

https://www.usc.edu.au/learn/student-support/it-services/digital-security

USC has participated in sector consultation exercises that informed development of the Guidelines to Counter Foreign Interference in the Australian University Sector. Noting where the sector was heading in this regard, USC has budgeted for a coordinated review and enhancement of relevant assets and activities in 2020. This include: a review and improved management approaches for USC information assets; a review of all policies to ensure background checking and potential conflicts are adequate; continued enhancement of cyber security measures, including a reconsideration of the University's risk posture; improved and on–line approaches for capturing conflicts, gifts, etc; and an overarching compliance review / gap analysis for USC approaches and the Guidelines. USC has established an Institute for Cyber Investigations and Forensics. It is the first of its kind in Australia, offering a blend of specialist training, research, commercialisation and community advocacy.

https://www.usc.edu.au/institute-for-cyber-investigations-and-forensics

The Institute is linked to IDCARE is Australia and New Zealand's national identity and cyber support service based on the Sunshine Coast, Queensland. IDCARE founder and Managing Director Professor David Lacey is a Professor of Cyber Security at USC and a former executive director of the Australian Crime Commission.

The IDCARE support team includes several USC graduates, and USC students recently worked with IDCARE to develop an online Cyber First Aid Kit.

https://www.usc.edu.au/idcare

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
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Date: 17 December 2020
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In the presence of:
Signed by
Sabrina Kim
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Position of witness
Policy Officer
_____

SIGNED for and on behalf of
University of the Sunshine Coast

Signed by
Professor Helen Bartlett
_____

Position
Vice-Chancellor and President
_____

In the presence of:
Signed by
Sheree Hackwood
_____

Position or profession of witness
Executive Support Officer
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