



**Australian Government**  
**Department of Education,  
Skills and Employment**

**2020 Mission Based Compact  
Between the Commonwealth of Australia and The University of Western Australia**

**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**

UWA's mission is to provide world-class education, research and community engagement for the advancement of the prosperity and welfare of our communities.

We are embedding our new [UWA Strategic Plan 2020-25](#), with a focus on transitioning our efforts to the priorities and strategies that will enable our 2030 vision of *creating the next generation of global leaders through experience-rich education and world-leading, trustworthy research*. The priorities are addressing our:

- Education strategies and actions
- Research and innovation strategies and actions
- Global partnership strategies and actions
- Sustainable environments enabling strategies and actions
- People and culture enabling strategies and actions
- Effective and sustainable operations enabling strategies and actions

UWA has made a promise that puts the interests of our students, staff and partners at the heart of our goals. We will:

- prepare our students to be globally relevant and responsible leaders
- enable and promote trustworthy and influential research
- build just and equitable societies
- work closely with our communities to improve our environment
- recognise and value Indigenous peoples' rights, knowledge, culture and values

UWA values are a part of the University as they inform our thoughts, words and behaviours.

*Excellence* – We consistently pursue the highest levels of achievement, creating the best outcomes possible

*Integrity* – We are honest and ethical and show respect for, and appreciate, each other, our partners and our communities – valuing our differences

*Innovation* – We are constantly, and creatively, improving and adapting.

*Collaboration* – We share our collective intelligence to achieve more

*Equity* – We are committed to providing everyone at UWA equality of opportunity, experience and outcome

UWA is using our world class teaching and research capabilities to address key issues facing humanity – the ‘Grand Challenges’ of our age. This provides our staff and students existing opportunities to play a role in leadership and research outcomes that are crucial for the future of our planet and its people.

We will continue to identify Grand Challenges and their associated ambitious projects over time, commencing with addressing world-changing contributions to:

- Climate change, and
- A more just and equitable world post COVID-19.

Our strategic goals are underpinned by a suite of KPIs.

It should be noted that COVID-19 had a significant impact on the planned operation of UWA in 2020, but that the University was able to adapt to a rapidly changing environment in line with expert medical recommendations thanks to the hard work of its dedicated staff.

The University established a Freedom of Expression Working Group (FEWG) in 2018 prior to the French Review. The Group consulted widely across our communities to make recommendations on a principled and practical policy position in relation to speech issues. The UWA Code for the Protection of Freedom of Speech and Academic Freedom was adopted by Senate in December 2020.

## **TEACHING AND LEARNING**

We believe excellent teaching is at the heart of an outstanding student experience and exceptional teaching will be recognised at UWA. To assist in the delivery of excellent teaching, we are revitalising the UWA Course model to offer unparalleled depth and breadth of education and rewarding, experience-rich learning opportunities. A refreshed performance framework, fellowship scheme and peer evaluation are in development to create an environment of teaching excellence at UWA. We are creating a diverse and inclusive student community by ensuring all courses are accessible to students of all cultures, and professional backgrounds, at any stage of life.

UWA is refreshing the curriculum to provide greater flexibility and optionality by introducing a wide range of new undergraduate and combined Bachelor/Masters aimed at providing more vocationally-oriented options for students. It supported the need for reskilling workers, especially during the Covid-19 crisis by offering new Undergraduate Certificates as well as a range of Postgraduate Certificates. It has also undertaken a comprehensive review of postgraduate courses at the University. Embedding experiential learning as a component of the UWA curriculum is underway, with 500 new Work Integrated Learning (WIL) placements for our students. The inclusion of experiential / WIL will provide our graduates with skills and workplace experience that are highly desirable to employers and allow our students to enter employment more quickly.

We are embedding research capabilities focused on Grand Challenges into our curriculum offering students a unique educational experience. We are developing a teaching performance framework, embedding celebration strategies and revitalising teaching surveys, and establishing the AdvanceHE fellowship scheme. We are monitoring our success through Government and UWA led testing of student satisfaction, teaching quality and graduate employment outcomes.

UWA is launching scholarships to support students with great potential from diverse and disadvantaged backgrounds, with specialist support programs to enable access to UWA. We are developing a Regional strategy to invest in regional WA, to deliver enriching learning experiences across the state. Crucially these hubs are designed in partnership with industry and communities in the region to deliver real-world experiences and innovative educational offerings. Participation, retention and completion rates are some of the measures that monitor our progress towards a more diverse and inclusive student body.

We have revitalised promotion processes and established a scheme for recognising excellent teaching along a globally recognised standards framework.

#### **UNIVERSITY ADMISSIONS TRANSPARENCY**

In general, the University has entry requirements for Year 12 students to have an ATAR result of 80 or higher, and to have satisfied English language competence (ELC) requirements through the completion of an English ATAR/Literature ATAR or EALD ATAR or equivalent with a final scaled score of 50 or higher. Many of our new courses have ATARs that are not tied to the 80 rank to provide a range of ATAR entry points to UWA ranging from 75-98. Some of our courses (such as Medicine and Dentistry) have additional criteria for entry.

For students outside of these ATAR requirements there are a number of pathway programs such as [Broadway](#), [Fairway](#) and [UWay](#) that adjust ATAR scores for students who have been adversely affected by socio-economic factors. A number of new Bachelor courses with an ATAR requirement of 70+ are also being launched this year.

Students without an ATAR score need to have completed at least four units of tertiary study at degree level, completed diploma-level qualifications (or higher) or have completed special tertiary admissions test (STAT) with applicants requiring a score of 160 in the Written English section and a score of 140 in the Verbal section for acceptance.

To be eligible for UWA's undergraduate degrees based on previous VET studies, applicants must have completed an AQF Level 5 qualification or above. Applicants who have completed a Level 5 or a Level 6 AQF qualification with a full-time duration of 12 months or more and completed within two years prior to commencement at the University are not required to provide separate evidence of ELC. All other applicants must provide evidence of satisfying UWA's ELC requirements.

In addition, each year the University of Western Australia offers places to Indigenous students who may not meet the required ATAR and are seeking entry to undergraduate degree courses through the School of Indigenous Studies' Provisional Entry Scheme. The Provisional Entry Scheme is competitive and applicants are ranked based on their education and/or employment background, interview and written assessment. Scholarships are also available for students within key equity and diversity groups such as regional / remote students, Indigenous students and students from a low socio-economic (SES) background.

Mature age students must demonstrate academic ability and English language competency in specified units in first Semester before being given an unconditional undergraduate place. Monitoring, review and intervention of students who come through with lower results is being developed to allow the University to identify potentially struggling students and provide support options.

#### **UNIVERSITY RETENTION STRATEGIES**

We are committed to maintaining a retention rate that is the highest in WA and above the national average, and are committed to maintaining through supporting students to complete their studies.

We have a new retention plan within the Experience UWA 2025 strategy, which will enable every student to have access to outstanding support services that encompasses health and wellbeing, careers, and academic support. The strategy recognises the dependence of student achievement on good physical and mental health, career planning and goal-setting, and preparedness for study. Peer mentors will be organised for first year students.

Students will be supported to make the right choices by providing clear pathways through the provision of coordinated communications and appropriately tailored outreach activities. This approach ensures compatibility between expectations of university life with actual experiences. UWA has committed to developing a whole-of-university mental health plan, which will provide a mental health training and education programme for staff and students, guided by a coordinated delivery schedule.

We are expanding our online delivery to reach regional students and provide greater flexibility to students through fully integrated physical and digital environments. UWA is developing predictive models to intervene in higher-risk cases to identify support to enable continuation. Identifying students in a time of need is crucial in being able to provide the right type of support at the appropriate time.

UWA runs a suite of programs that help UWA students to improve their study techniques, time management, writing, communication, English language, maths, statistics and research skills. We are developing capabilities to provide pastoral care services to all students as part of our student experience strategy.

Our performance in education is measured through the monitoring of:

- Student enrolments
- Completion rates, including those rates among target equity groups
- Retention rates, including those rates among target equity groups
- Conversion rates
- Participation rates of equity groups
- Student satisfaction
- Experiential learning / Work Integrated Learning (WIL) engagement
- Graduate outcomes
- Teaching rank performance
- Staff recognition of teaching excellence
- Student engagement

## **RESEARCH AND RESEARCH TRAINING AND INNOVATION**

Over the years, UWA has acquired an international reputation for excellence and enterprise. It consistently ranks in the top 1% of the world's universities and is regarded as one of Australia's top research institutions, attracting researchers of world standing across the range of disciplines, with international leaders in many diverse fields. UWA is an active collaborator with the other Australian universities across a broad spectrum of research opportunities, from radio astronomy and supercomputing, offshore engineering, natural gas management, geo-sequestration and marine science, through to collaborations in plant genetics and breeding, health data linkage and the translation of health research outcomes.

We seek to maintain and build this position through research excellence, maintaining the highest standards of ethical behaviour at all times. We are highly collaborative and will partner with other universities, local communities, and organisations on the Indo-Pacific rim and globally for societal benefit. Our research focus is on resolving the world's Grand Challenges commencing with contributing to research into climate change, and resilient, just and equitable societies. We are engaging in research that is digitally driven and data-intensive and are tracking our performance through our research rankings, increased quality and impact of our publications, and growing number of digital collections.

UWA's strategies to support our research endeavours include:

- Being active nationally and internationally as a proponent and leader of open, reliable research undertaken with integrity. Through development of an open research environment based on FAIR (Findable Accessible Interoperable Reusable) principles. Supported by investment in an integrated research infrastructure environment that enables FAIR and which is embedded into researcher workflows incorporating national and international initiatives.
- Investing in research infrastructure of global significance aligned with our areas of strengths.
- Developing and implementing our research data strategy to enable integrated open and closed research data infrastructure and increased data capabilities. This includes developing databases of global reference where UWA can take a lead in building longitudinal data sets for health, crop and soil, and radioastronomy.
- Building an Indigenous community research capacity, which includes the recognition of Indigenous knowledge and knowledge holders, enabling culturally determined research and establishing accredited research training that establishes Indigenous knowledge as a strategic research area.

UWA outcomes in research and research training must be focused on facilitating job creation, social advancement, environmental sustainability and cultural innovation. UWA will implement programs to support our students to develop transferrable skills to ensure our graduates are well prepared for non-academic employment. Our programs will align with the National Innovation and Science Agenda, National and State research priorities, the Engagement and Impact agenda, the ACOLA Review of Research Training, the national Roadmap for collaborative research infrastructure and the Universities Australia Indigenous Research Strategy.

UWA will distinguish our research graduates by providing opportunities and training outside of the academic track. All PhD students need time to develop a broad range of skills and also to undertake placements in industry or community activities to enhance their employability. This can then feed into our broader research impact and engagement agenda by initiating or enhancing industry linkages with staff through programs like iPREPWA – PhD's working on 6 week projects with industry partners during their PhD examination period. A new partnership with CSIRO also provides PhD students with an internship with industry supported by CSIRO's professional development training.

We are developing data science (AI, programming, supercomputing, machine learning) training for HDR students and research staff, to ensure our research is data-led. UWA is embedding F.A.I.R. principles and open scholarship into HDR training. We are monitoring our HDR program by assessing the number of HDR enrolments, completions, retention and satisfaction, by equity group and Indigenous students.

Our vision for Australia and our State overlaps with the Innovation and Science Australia vision for 2030: we want Australia to be counted within the top tier of innovation nations, known and respected for its excellence in science, research, and commercialisation.

To achieve this vision, UWA will work with other institutions in Australia and around the world to identify trends and opportunities sparked by technology, globalisation, and demographic change. These include changes in global economic power, industry and technological convergence, a changing future workforce, resource scarcity, increased urbanisation, and a changing health economic market. Some of the research translation and collaboration activities we are involved in are listed below:

- The University is involved in the [APR Intern](#) initiative transforming Australian businesses through short-term 3-5 month university research collaborations.
- We are involved in the [Innovation Connection grants](#) for Researcher Placements, placing a PFRO researcher in businesses to work on a specific research project.
- We take part in the marketing of commercialisation and translation opportunities through [IN-Part](#) – which is an intelligent matchmaking platform that simplifies the initial connection for successful partnerships between universities and companies.
- The Perth USAsia Centre is a non-partisan, not-for-profit institution strengthening relationships and strategic thinking between Australia, the Indo-Pacific and the USA. The Centre is a leading think tank focusing on geo-political issues, policy development and building a strategic affairs community across government, business and academia.
- We are developing a series of events to bring together relevant stakeholders around the grand challenges in the region.

The University also has a commercialisation function and proof of concept fund to encourage research translation and commercialisation. We are tracking our performance indicators that measure income generated through commercial and partnership arrangements and our number of active industry partnerships.

The University has committed to open access through its UWA 2030 vision priority to be a world leader in open, accessible and trusted research that follows FAIR principles. As far as possible, our research and its data will be discoverable and easily accessible. The university is a proactive member and financial supporter of number of bodies that are addressing and supporting open access to research publications and data.

The University has open access statements in the [UWA Code of Conduct for the Responsible Practice of Research](#). We run a number of workshops for researchers around how to publish research outputs in an open way and provide online support materials to assist researchers publish in an open way.

The university is investing in an integrated research infrastructure environment that enables F.A.I.R and which is embedded into researchers workflows. We have implemented the UWA Profiles and Research Repository to support green open access publishing and open research data.

Our performance in research and innovation is measured through the monitoring of:

- Research income
- Research infrastructure
- HDR completion and retention rates, including those rates among target equity groups
- Ranking performance
- Publications and research outputs
- Infrastructure and digital collection use
- Staff excellence in research performance / achievements

## EQUITY

The University has established an Indigenous Strategy that aligns with the University's strategic directions, and the national Indigenous higher education agenda. UWA demonstrates its commitment to a whole of university approach to, and responsibility for, Indigenous higher education within its central strategic plan, UWA 2030, where priorities and strategies in Indigenous education have been set for the portfolio areas—to increase Indigenous access, enrolments, progression and completions across its award courses. UWA's approach to Indigenous Education is underpinned by a commitment to the inclusion of Indigenous Knowledge, cultural competence and cultural safety, and UWA's annual Planning process monitors and supports the Indigenous Strategy to achieve its strategic intentions.

The Indigenous Strategy is available on the UWA website at <http://www.indigenous.uwa.edu.au/> and UWA 2030 can be located at <https://www.uwa.edu.au/uwa2030/home>. The UWA Indigenous Strategy addresses key focus areas of: teaching and learning, research, policy, workforce planning, governance, and community and global engagement. Priorities for Indigenous education are to increase Indigenous student access, participation and completion, to enhance Indigenous student experience, build leadership and success, and to expand Indigenous curriculum to increase all students' engagement and build cultural competence and graduate attributes. Within UWA 2030 priorities and strategies set for portfolio areas encompass:

- Education priorities that include Indigenous knowledge as one of the seven pillars of UWA student life and a focus on enriching curriculum through the inclusion of Indigenous languages, culture and knowledge to ensure graduates lead culturally respectful careers. Measures of success in the portfolio include increased access, participation and success of Indigenous students.
- One of the five key strategies in Research and Innovation is to champion Indigenous knowledge and research by empowering and leading research growth and capacity in Indigenous communities. A key measure of success in the research portfolio is increasing Indigenous HDR enrolment, completions, retention and satisfaction.
- Through the Global Partnerships and Engagement Portfolio the University is committed to genuine engagement with Indigenous people and to building authentic and lasting connections.
- A priority driven from Corporate Services is to establish world class physical and digital environments that reflect Indigenous place and our shared history.
- Within People and Culture, a key measure of success will be to increase and diversify staff particularly through the employment of Indigenous staff. (The target for Indigenous employment is 3%).
- The Portfolio holders for each area are responsible for meeting the measures of success for each area reporting annually to the University and Senate.

UWA offers a suite of pathway, entry and support programs to promote access, participation and success for low SES, regional and remote, disabled students and students from non-English speaking backgrounds. These programs include:

- Aspire,
- Broadway,
- Fairway,
- Mature Age Access Program,
- Numeracy Skills Support Program, and
- UniAccess – Disability Support.

In addition, Indigenous students can access all UWA degrees through (a) Indigenous specific entry programs provided by the School of Indigenous Studies (SIS) in partnership with Faculties, (b) a range of mainstream alternative entry pathways, (c) designated places in high ATAR entry courses and direct pathways into postgraduate professional degrees or (d) an enabling course.

- Uni Entry Workshops provide culturally sensitive assessment and selection workshops that enable applicants to identify study pathways and commence degree or enabling courses at UWA. Regional students are fully supported with travel and accommodation to attend the workshops. Details at: <http://www.sis.uwa.edu.au/courses/uni-entry-workshops>
- The Indigenous Provisional Entry Scheme (ATAR) enables Indigenous school leavers, who have not achieved the required ATAR for entry to UWA degree courses, to receive an automatic adjustment of their ATAR and enrol in the degree of their choice.
- The Indigenous Provisional Entry Scheme (non-ATAR) enables Indigenous mature-aged and non-school leaver applicants to enrol in undergraduate degrees on the basis of work experience and education achievements including TAFE and enabling courses.
- Indigenous students from designated schools and disadvantaged backgrounds can also choose to access UWA's mainstream entry pathways: Broadway, Fairway and UWay to enter degree studies. Details at: <https://study.uwa.edu.au/how-to-apply/admission-entry-pathways>
- The Bachelor of Philosophy (Honours), a research-orientated four-year degree for high achieving students has designated places for Indigenous students.
- Indigenous students have direct pathways and assured places in postgraduate professional degrees such as the Juris Doctor, Master of Professional Engineering, Doctor of Medicine, Doctor of Dental Medicine.

The University is committed to supporting graduate outcomes and is working on a number of initiatives to support students through work-based learning opportunities, internships and service learning. UWA has a Campus in Albany that supports access to and participation in educational opportunities to regional community. The focus this year has been to ensure the equity of opportunity and experience for our UWA students who can't participate in face-to-face experiences on the Crawley Campus.

UWA offers bonded medical places in accordance with the Department of Health requirements. Upon graduation the students who accepted a bonded medical place are assigned to areas of workforce shortage in remote, rural or urban locations.

A newly implemented orientation journey improves the transition to university for our commencing students as it engages students over six week period, covering topics that help students to settle into University life and feel welcome. The University has guaranteed accommodation offers for all new students to make relocation smoother.

The University is currently working on its Campus Master Plan that frames development until 2030. A key direction of this plan is to activate the campus to bring our communities to campus physically and digitally, which respects the lands of the Whadjuk Noongar people on which the campus stands.

The Experience UWA 2025 includes strategies for the delivery of disability services, access and inclusion activities which sets out our actions and key indicators over 2020 to 2025. This strategy reflects our commitment to ensuring that the campus experience of people with disability is similar to



that experienced by the University community as a whole, and that staff and students with a disability enjoy both access and success in the same measure as their peers.

We run a school engagement strategy that provides activities at schools providing students with course advice, information on University life and the outcomes from a university educational experience.

The University runs the Aspire program that aims to raise the aspirations of high school students to go on to tertiary education. The Aspire program has been in operation for 10 years with schools in Perth, Pilbara and Peel region and continues to expand its reach. Aspire is tailored, offering younger students active exploration of different disciplinary areas, while the reality of studying at university is reinforced for older students through teaching advanced study skills, revision workshops and exposure to some of WA's best and brightest minds. All Aspire UWA partner schools are part of Broadway UWA, which means all students from these schools are eligible for an offer of admission to one of our three-year undergraduate degrees at UWA if they receive an ATAR of 70 or above. The Fairway UWA entry pathway and comprehensive support program is for students who face financial hardship or other difficult circumstances. The program provides academic, financial and personal support to students throughout their final year of secondary school, students who complete Fairway throughout Year 12 are eligible for an offer of admission in their choice of our three-year undergraduate degrees with an ATAR of 70 or above.

UWA has joined the Children's University program, partnering with Edith Cowan University. This initiative offers educational experiences for children aged between 7 and 14 years and volunteering opportunities for 15-18 year olds outside of school, recognising their achievements through the award of formal certificates and graduations. The Children's University has a focus on encouraging students who may not normally consider university to see the benefits and opportunities that such study offers.

Equity performance is monitored through measures such as:

- Completion rates, participation rates and retention rates among key equity groups, covering both undergraduate and HDR-level students
- Representation rates of staff who identify as being Indigenous

## **LABOUR MARKET OUTCOMES**

Through strong relationships with government, industry and alumni the University is able to get regular feedback and insight through course advisory bodies as to where our partners have identified skills gaps. UWA also engaged the business community in the development and launch of our [UWA Strategic Plan 2020-25](#), taking on board their feedback and enthusiasm for our institutional plans over the next several years.

We undertake market assessment of new courses tested against the labour market priorities in WA and Australia, and monitor graduate outcomes and employment of our students. This assessment includes a review of current employment trends and a review of the [Western Australian Graduate Occupation List \(WAGOL\)](#) to view current occupations with identified skill shortages.

UWA has always produced career-ready graduates, but our WIL strategy aims to make these experiences more explicit and accessible for all students. Specifically, the strategy will lead to providing every undergraduate student with real world experiences and ensuring every major has a WIL activity embedded within its curriculum. We are also evaluating initiatives that support our

students and alumni career pathway from first job to future employability, such as an on-campus UWA Recruitment Agency.

The University has a Careers and Employability Award program to ensure students are work-ready. This program helps students build employability skills and networks, so they are ready to take up opportunities that are integral to their career success. On completion, students receive an Award certificate and verification on their co-curricular transcript upon graduation. Our CareerHub can also assist graduates in finding employment opportunities through the provision of job advice or resume assistance. We also have mature programs in developing leadership, service and entrepreneurship skills and these are currently being expanded to greater numbers of students.

UWA provides course-linked occupation information to assist students in enrolling in courses that suit their graduate ambitions. This includes [employment pathway information](#), which allows potential students to select an occupation they are interested in and learn about the relevant qualifications on offer that will assist them with employment in that sector.

The University also provides a Career Discovery Tool that collects a small amount of self-assessment data from a potential student and then suggests a range of career options for consideration based on that information. This can assist an indecisive student through clarifying their employment preferences and linking that to options available at UWA.

UWA course offerings are informed by labour market information from Department of Employment, Skills, Small and Family Business, and insights from Industry Advisory Boards as to what are the future requirements of the labour markets. A review and refresh of our courses and curriculum is currently underway with consideration of employments trends, future skills and feedback from industry bodies and partners.

New course development includes labour market trends as a significant factor in determining the viability of course offerings. It is important to the University that our graduates are able to find gainful and meaningful employment in fields related to their qualification and that any new offerings are in areas where jobs are available. New areas under development include known and future skills gaps in fields such as allied health, automation, data science, and cyber security.

However, there are some labour areas that UWA is unable to fully meet employment needs due to restrictions in placements or other caps on course numbers. For instance, availability of medical student placements is a key constraining factor in our ability to increase the number of medical graduates produced each year.

Graduate outcomes are monitored through measures such as the Quality Indicators in Teaching and Learning (QILT)-provided Graduate Outcomes Survey (GOS) and Graduate Outcomes Survey – Longitudinal (GOS-L).

## **SECURITY MEASURES**

The University takes foreign interference issues very seriously, and following an internal review and consultation, the Executive has established a Foreign Interference Advisory Committee (FIAC). This committee includes the Senior Deputy Vice Chancellor, the Deputy Vice Chancellor (Research), the Deputy Vice Chancellor (Education) the Deputy Vice Chancellor (Global Partnerships), the Chief Digital and Information Officer, and the Director Governance and Legal Counsel. A full-time International Compliance Officer has been appointed.

FIAC implements the University’s response to the University Foreign Interference Taskforce (UFIT) Guidelines, and takes responsibility for and coordinates the University’s ongoing actions to manage and mitigate foreign interference risks.

FIAC works with the University community to develop reasonable and proportionate measures to manage these threats. This includes staff training, enhanced due diligence checks, additional cyber security measures for sensitive research, and enhanced conflict of interest and external employment registers.

Security of data and protections against cyber attacks are driven by University IT’s Cyber Security & Technology Risk function which is mandated to protect digital IT assets as determined by the University’s risk appetite. Cyber Security works in close collaboration with the below organisational functions to enable safeguarding of data against cyber attacks:

- Information Governance provides the basis for managing information throughout its lifecycle e.g. information classification and handling, records management and privacy requirements;
- Human Resources drives personnel security e.g. employee screening, training and disciplinary processes; and
- Campus Management ensures the physical security of IT assets e.g. building security and physical access management.

UWA operates a cybersecurity management framework, based on the ISO 27001 industry standards that references a set of policies, procedures, guidelines and control mechanisms for establishing and continually improving risk-based cyber security practices across the below capability domains:

- Protection from cyber attacks – proactive cyber hygiene activities and threat management;
- Detection of cyber attacks – security visibility for rapid identification of compromise;
- Response to being cyber attacked – defined incident response processes for timely remediation;
- User awareness – raising awareness of security responsibilities, risks and threats to build a security culture; and
- Security governance – management of pragmatic security policies, responsibilities and reporting.

High level cyber security metrics and risks are regularly reported to Audit and Risk Committee and Senate.

UWA has adopted a 3-pillar response strategy to security breaches:

- Investment in enhanced detection capability and toolset for rapid identification of unusual activity on high-risk assets. This includes a dedicated Security Operations team and a recently implemented Security Incident and Event Management Solution;
- Documented response procedures covering high-risk breach scenarios to enable timely containments, response and recovery; and
- Insurance coverage for costs incurred in cyber security breaches.

The University has reviewed our compliance against the Australian Cyber Security Centre’s “Strategies to mitigate cyber security incidents” document and have assessed our mitigation strategies as follows:

#	<i>Classes of ASCS mitigation strategies referenced</i>	<i>UWA compliance</i>
1	<i>Mitigation strategies to prevent malware delivery and execution</i>	<i>Partially compliant</i>

2	<i>Mitigation strategies to limit the extent of cyber security incidents</i>	<i>Partially compliant</i>
3	<i>Mitigation strategies to detect cyber security incidents and respond</i>	<i>Partially compliant</i>
4	<i>Mitigation strategies to recover data and system availability</i>	<i>Partially compliant</i>
5	<i>Mitigation strategy specific to preventing malicious insiders</i>	<i>Partially compliant</i>

Generic cyber security controls are considered relatively effective measures against foreign interference. However, the disparity of resources nation states are able to deploy to compromise targets compared to resources available for individual Universities to identify and deter such activities necessitate a close collaboration within the sector as well as with Australian Government agencies, such as the Australian Cyber Security Centre.

In addition, measures in place to enhance the identification of foreign interference include careful scrutiny and checking of all documents relating to HDR applications, and working with the appropriate Government agencies to ensure visa compliance. Students and researchers traveling overseas are advised on key risks before traveling and are made aware of any particular risks associated with certain countries. Students and staff traveling to certain countries are warned about the potential for foreign interference through cyber attacks and are advised on the required actions around phone and laptop security.

Enrolling students are advised about [Research Ethics and Research Conduct as well as Intellectual Property, Defence Trade Controls](#) information and [sanctions information](#).

**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

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**SIGNED for and on behalf of**  
**University of Western Australia**

**Signed by**

Professor Amit Chakma

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**Position**

Vice-Chancellor

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**In the presence of:**

**Signed by**

Sonya Redmond

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**Position or profession of witness**

Chief of Staff

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