



**2019 Mission Based Compact  
Between the Commonwealth of Australia and Curtin University**

**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**

Curtin University's Mission: 'Transform lives and communities through education and research.'

Curtin University Positioning Statement: <http://strategicplan.curtin.edu.au/strategic-positioning/>

Curtin Values: 'Building on a foundation of integrity and respect, we will achieve excellence and have impact on the communities we serve.'

Curtin is currently in the process of conducting a detailed analysis of recommendations in response to the Report of the Independent Review by The Hon Robert S French AC of Freedom of Speech in Australian Higher Education Providers (French Review). Final decisions in relation to the matter will be taken by Council and progress is on track to meet the commitment to advise the Minister of Education by the end of 2019 on how Curtin will reflect the Model Code in our policy framework.

**TEACHING AND LEARNING**

Curtin's strategic objectives for 2017-2020 are to:

- Deliver a seamless, responsive and innovative digital environment;
- Offer a distinctive student experience that focuses on leadership, industry linkages and global citizenship;
- Strengthen our postgraduate profile, responding to the changing nature of work and careers;
- Lead in curriculum design and new learning and teaching approaches; and
- Be a university of choice for a diverse range of students, including high achievers and those from disadvantaged backgrounds.

Curtin will continue to focus on improving retention and employability outcomes through:

1. Identifying transition milestones throughout the student lifecycle to improve student success, retention, progression and completion;
2. Improving the quality of the student experience and career connectedness through increased opportunities for student engagement with their peers, industry and community; and
3. Enhancing the quality of learning and teaching experience via curriculum and assessment design and implementation.

Curtin University has implemented a number of initiatives to address the "[Improving the transparency of higher education admissions: Joint higher education sector and Australian Government implementation plan \(June 2017\)](#)" requirements primarily focused on:

- The Final Common terminology and data definitions;
- Group of applicants; and
- ATAR related thresholds.

In order to be a university of choice for a diverse range of students, including high achievers and those from disadvantaged backgrounds, Curtin's admissions criteria provide opportunities for students without an ATAR score. To be admitted to a Curtin course, students without an ATAR need to complete a certain level of qualification or equivalent which can either be converted into a notional ATAR or used for Portfolio entry assessment.

Curtin uses notional ATAR scores to rank applicants based on the level of qualification they have completed; for example applicants who complete a Higher Education Diploma, a Vocational Education and Training (VET) qualification or a University foundation program will receive a notional ATAR.

Applicants applying for Portfolio entry are also assessed by other means, such as evidence of achievement and determination and commitment to their chosen field. Portfolio entry is open to: school leavers who are not eligible for an ATAR; school leavers who did not receive an offer based on their ATAR; and non-school leavers electing portfolio entry or who did not qualify through another pathway. These students demonstrate eligibility for admission to Curtin courses by:

- Completing high school with a Western Australian Certificate of Education (WACE) or equivalent;
- Achieving English language proficiency;
- Demonstrating academic preparedness through study in ATAR or general courses in year 12 or through a VET qualification relevant to the course they are applying for;
- Demonstrating if they are a non-school leaver that they have studied or developed knowledge and work skills in the course they are applying for; and
- Satisfying specific admission criteria for entry into the course they are applying for.

The applicant breakdown for our most recent new student cohort, including those admitted without ATAR scores, is available on the [Curtin website](#).

To ensure that students admitted without an ATAR are likely to succeed in their studies, assessments are performed at the application stage to confirm that applicants meet Curtin's minimum entry criteria (as outlined in the admissions process above). For portfolio entry, applicants are assessed on a case by case basis, allowing the course coordinator to select applicants who meet the portfolio entry criteria and demonstrate an ability to progress in the course.

Faculties and Schools will continue to employ a mixture of approaches to determine what support is required to assist students in succeeding in their studies. Ongoing analysis will be undertaken to determine how students admitted without an ATAR are performing when measured against those admitted with an ATAR.

Key performance indicators for Teaching and Learning include annual targets for enrolments, student retention, student satisfaction, graduate employment rates, and diversity and inclusion.

## RESEARCH AND RESEARCH TRAINING AND INNOVATION

Curtin's strategic objectives for 2017-2020 are to:

- Support, profile and build scale in key areas of research strength;
- Identify and enable areas of emerging research capability;
- Foster a strong performance culture for research, enhanced by analytics and targeted support programs;
- Secure our position and deepen our capability in knowledge exchange and commercialisation; and
- Improve our postgraduate research outcomes and establish an innovative Curtin PhD framework.

Further information is available on Curtin's [research strategy](#) on the University website.

Curtin is committed to delivering excellence and impact in research and innovation by focusing in 2019 across a broad range of themes with the key research strategies being:

- Expanding our multidisciplinary research approach;
- Deepening our capability in knowledge exchange and commercialisation;
- Strengthening international research collaborations with high achieving universities;
- Delivering research that positively impacts our local communities; and
- Developing our people through delivery of a new Curtin HDR program with multiple pathways.

Key performance indicators include annual targets for staff research publications, research income, revenue from commercialisation and HDR completions.

Curtin introduced two key research strategies in 2019 to enhance the delivery of high quality research training:

1. Implementation of the HDR Research Excellence Framework, which is linked to milestone achievements; and
2. Support for industry placements and engagements involving HDR students.

The targets for industry placements are as follows:

- 200 HDR headcount cohort with a strong alignment of their research programs with concurrent employment with external organisations or institutions related to professional practice; and
- 30 HDR candidates formally engaged (on an annual basis) in industry aligned programs.

An explicit research strategy has been formulated to develop a balanced approach with equal importance placed on fundamental and demand-driven research, including:

1. Research translation strategies:
  - A focused approach on developing deep relationships with strategic partners;
  - Engagement with industry through promotion of relevant Curtin research and capability building in staff and students; and
  - Engagement with end users.
2. Research commercialisation strategies:
  - Developing a culture that promotes commercialisation through programs;
  - Developing entrepreneurship and commercialisation capability in staff and students through training opportunities; and
  - Directly supporting the commercialisation process through an [in house team](#) with expertise in the commercialisation process and providing access to seed funding for prototyping, pilot trialing and proof of concept through [Curtin's Kickstart](#) program.

The success of the research strategies will be assessed through:

- Industry collaborative research income; and
- Number of invention disclosures, income from licences, option and assignment of intellectual property, exit income and research income associated with commercialisation activities.

Curtin have an institutional strategy in place to promote open access, in particular the use of the research repository, eSpace. Curtin will undertake a historical and ongoing benchmarking system for the open access research outputs across multiple institutions.

## EQUITY

The University's strategic plan 2017-2020 contains a broad range of equity related strategic objectives across its framework. These include:

- Be a university of choice for a diverse range of students, including high achievers and those from disadvantaged backgrounds;
- Develop and pursue a clear and sustainable regional Western Australia strategy;
- Enrich our local and global communities through knowledge leadership and collaborative partnerships; and
- Improve gender and Indigenous equity.

Curtin will continue to focus on improving Indigenous outcomes and targets in 2019 and has an Aboriginal Employment and Engagement Strategy 2017-2020 which incorporates three key strategic pillars:

1. Development of a Student Placement Program for Students, providing work integrated learning opportunities for students whilst studying and has multiple benefits, including providing an income while they study, invaluable work experience, and additional networks within our university and beyond;
2. Development of pathways for Aboriginal Academic staff; and
3. Promotion of the indigenous cultural capability for all our staff to ensure all of our employees are able to thrive at work.

Curtin's current focus areas to progress achievement in equity are as follows:

- Developing the Nowanup Bush Campus, a unique education and research collaboration between Curtin and Traditional Owners in WA's Great Southern Region;
- Delivering new regional teaching commitments, particularly in Agribusiness and Indigenous pathways at Kalgoorlie, Muresk, Pilbara and Geraldton;
- Continuing to focus on Curtin's Kalgoorlie Campus in order to serve the Goldfields-Esperance community;
- Raising aspiration and enhancing participation and outcomes among Aboriginal and Torres Strait Islander students;
- Promoting to regional communities on campus accommodation options and financial support available, and developing transition and orientation programs for relocating students; and
- Continuing to employ digital learning models to provide greater access to higher education, and implementing new digital engagement strategies targeted to regional and remote students.

Key performance indicators include annual targets for Indigenous student enrolments, regional enrolments, Indigenous staff employment outcomes and gender balance related measures. Equity progress will also be measured through the implementation of [SAGE Athena Swan](#) and elements of the Aboriginal Employment and Engagement Strategy 2017-2020 which are embedded in our Elevate-level [Reconciliation Action Plan 2018-2020](#).

Curtin University supports local regions by providing access to higher education to enable the communities to improve their employability through broadening their skills. Curtin has an active [regional study initiative](#) to continue to improve accessibility for regional students:

- [Kalgoorlie Campus](#), which offers a range of undergraduate, bridging and postgraduate courses;

- Muresk partnership, including [education and training opportunities for women living in rural, remote and regional WA](#) and an [Associate Degree in Agribusiness](#);
- [Geraldton Universities Centre](#) partnership;
- [Pilbara Universities Centre](#) partnership; and

Online courses are available for regional students to provide further opportunities to access higher education.

Curtin established the [Curtin Medical School](#) in 2017 which has a focus on graduating doctors who are well-trained to deliver primary care in rural and remote practice, and outer suburb locations, where there is a shortage of doctors.

Curtin's Western Australian School of Mines based at the Kalgoorlie Campus will be providing education and employment opportunities for Aboriginal people in the Goldfields region through a Memorandum of Understanding with Carey Mining and the Australian Aboriginal Mining Academy.

A number of community initiatives continue to be promoted to improve access to University facilities, including:

- Curtin Campus Updates on social media to encourage campus visitation and utilisation by the community;
- Curtin Access Bus Service which runs for free around the surrounding neighbourhoods to promote the campus and improve accessibility and visitation to the campus (two of the buses are skinned to promote community usage of the campus);
- A dedicated web page for [Explore Curtin](#) has been implemented to promote the Perth Campus attractions and facilities available to community; and
- [Curtin Stadium](#) which is located at the Bentley campus and provides a range of facilities and services for staff, students and the local community, including fitness centre and classes, health and rehabilitation, sport and recreation and venues for hire.

Curtin will be participating in the [Carnegie Community Engagement Classification Australian Pilot](#) to demonstrate its commitment to the communities in which it serves.

Curtin undertakes a variety of initiatives engaging high school students and their parents to increase aspirations for a University education, and in particular, Curtin as a first choice. Initiatives in 2019 will include:

- Providing bespoke presentations to schools on the information and study options best tailored to their students, including regional visits to South West; Great Southern; Northam; Goldbelt; Geraldton; Karratha / Port Hedland; and Esperance;
- Attendance at school expos;
- Bespoke presentations at school parent information evenings;
- Participation at community expos;
- Regional presentations shared with the Western Australian (WA) Association of Prospective Student Advisors (made up of the WA universities); and
- Tailored one-on-one consultation services, both off-campus and on-campus.

Curtin continues to undertake an equity initiative to support students who might be from a lower socio-economic background. StepUp to Curtin is one of many [equity initiatives](#) at Curtin that work towards breaking down the barriers to higher education, with many regional schools included on the Curtin Step Up list. Curtin also engages with indigenous students through our school outreach programme.

## LABOUR MARKET OUTCOMES

The [Future of Work Institute](#) (FOWI) is a new Curtin Institute that will provide research, knowledge and advice for businesses, government and communities to help meet the future challenges and embrace the opportunities presented by technological and social change, digitisation innovation and automation.

The [Bankwest Curtin Economics Centre \(BCEC\)](#) was formed in 2012 and continues to deliver high quality research that influences economic and social policy debates in state, Federal Parliament, regional and national media, and the wider Australian community. The research highlights economic challenges to achieving sustainable and equitable growth and prosperity nationally. Publications such as the [BCEC Monthly Labour Market Update](#) provide the market with updates on the employment market, including the types of new jobs being created, employment types, employment and industry performers in employment, and the [BCEC Future Proofing the WA Economy Report](#) has identified strategies for WA to diversify to address the current narrow industry concentration (i.e. development of a broader industrial and regional strategy). The report explores unique opportunities in WA regions based on a smart specialisation approach to address industry diversification.

Curtin engages with industry representatives through faculty and school industry advisory boards. These regular advisory board meetings provide a valuable discussion of future workforce needs and information on what skills need to be imbedded into Curtin's curriculum to deliver the graduates for the future.

To assist with the upskilling and reskilling of the current workforce, Curtin's 137 St Georges Terrace CBD facility has been working with industry to identify future workforce skill needs and developing and delivering short courses and CPD programs to meet these needs.

Strategic Planning is also undertaken to inform Faculties and Schools about trends in the external market, including opportunities for courses to be developed or adjusted to address emerging skill gaps. Market research and graduate outcome surveys (GOS) are also provided via a central reporting repository to provide Faculties and Schools with access to the GOS, along with additional key performance indicators, to understand performance. This allows the Faculties and Schools to monitor the performance and trends of the GOS to develop appropriate strategies to improve performance.

Curriculum Analysis, Review and Renewal Processes (CARR) are undertaken at least every five years to ensure that Curtin's courses are contemporary, challenging and engaging, and meet the Australian Qualification Framework (AQF) requirements. In addition to the CARR, there are annual course reviews to monitor and analyse key performance indicators so that any emerging trends can be addressed quickly.

Curtin has a "New Program Development Process" that provides a framework for evaluating new concepts and ensures that the offering is in line with labour market strategies. Any new products (or changes to existing products) are appropriately tested before being developed and launched. There is also ongoing lifecycle management and monitoring as part of this process.

Curtin University offers an extensive range of courses, providing students with options to meet their needs and career aspirations. Curtin provides career guidance and advice through [Curtin Connect Future Students](#) to enable students to make informed decisions on their course selection.

## SECURITY MEASURES

Curtin continues to evolve its digital strategy to ensure the protection of Curtin's data assets. The digital strategy will be refreshed in line with the new Strategic Plan 2021-2025.

Since 2017, a dedicated security program has continued to enhance Curtin's cyber security capabilities to respond to the significant rise and impact of cyber security attacks globally. The security program which focuses on technology, operating processes and our culture, has been accelerated over the last 12 months as the threat to universities grow.

Curtin has processes and measures in place to detect and respond to cyber security attacks and incidents that may arise. As part of our commitment to secure our digital assets, Curtin is proud to be one of two Australian universities to operate a certified information security management system to AS ISO/IEC 27001:2013.

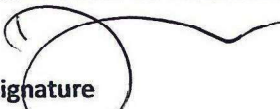
Curtin is regularly audited by the State Government, internal auditors and compliance programs relating to cyber security. Curtin additionally has measures in place to identify foreign interference activities.

SIGNED for and on behalf of  
THE COMMONWEALTH OF AUSTRALIA  
by

DOM BNEALIST  
Full name (please print)

GROUP MANAGER  
Position

of the Department of Education as delegate of  
the Minister for Education.

  
Signature

23/12/19  
Date

In the presence of:



Witness (please print)

Branch Manager

Position or profession of witness (please print)

  
Signature

SIGNED for and on behalf of CURTIN  
UNIVERSITY

Full name (please print)  
Deborah Terry

Position  
Vice-Chancellor


  
Signature

Date  
25 October 2019

In the presence of:

Witness (please print)  
Georgia Drake

Position or profession of witness (please print)  
EXECUTIVE ASSISTANT

  
Signature