



2019 Mission Based Compact
Between the Commonwealth of Australia and Federation University 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

In this section the University should refer to information on:

Primary focus over the term of this compact:

2019 has been a highly productive year, advancing the university's strategy and delivering for our staff, students and communities. Our focal areas over 2019 have included the following:

- Implementation of a new academic portfolio structure - establishing six schools to increase efficiency and accountability, along with the appointment of six new Deans.
- Review and renewal of programs - undertook a review of key programs and approved a range of new courses to meet community needs from 2020 including Occupational Therapy, Physiotherapy, online Sport Management, MBA, Power engineering, Project Engineering
- Recruitment of key new professors (8) to provide leadership in priority programs and research priority areas.
- Research strategy – identification of research priority areas and a new strategy to ensure entry to global rankings.
- Pathways – enhanced pathway opportunities for TAFE students to Higher Education e.g. Grampians health workforce initiative; MoU with Hallam Senior Secondary College; Institutional Pathway Agreement with TAFE Gippsland.
- Master plan – plans for each campus have been developed and priority projects identified for commencement/completion in 2019 e.g. new Health and Sports Precinct.
- University culture – an action plan from the 2018 VOICE survey developed to support and develop staff through the university's transformation.
- Growth in student enrolments – a new marketing plan has been developed with a focus on maximising the enrolment of students from all our regional locations. This year has seen significant growth at our Berwick and Brisbane campuses, exceeding targets for the year. International student numbers have doubled on campus and through partner providers, at the same time as a review of admission processes and management of third party providers.
- Community engagement – a more strategic community engagement approach is being developed, which enhances local relationships and builds more tangible outcomes e.g. joint working with the Ballarat City Council to create a university town.

Values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders:

The University's mission: *Transforming Lives and Enhancing Communities* drives our ambition to deliver the highest quality student experience so our graduates can realise their ambitions and become effective global citizens wherever they chose to live or work.

The University's Strategic Plan 2018-2022 takes a transformational approach to build on its unique opportunities, respond to the dynamic higher education landscape and deliver a sustainable future.

Five key strategic goals outline how the university can best serve the interests of students, staff and key stakeholders: (1) Become a popular student destination, (2) Offer a high-quality student experience; (3) Make a positive impact; (4) Become a university workplace of choice; (5) Build an efficient organisation.

In 2019, the university successfully advanced a range of actions to meet the strategic goals which serve the interests of students, staff and key stakeholders.

Detail on how the various elements of the Strategic Plan 2018-22 including teaching, student admissions and retention, research and equity combine to serve the interests of students, staff and stakeholders is contained in the succeeding sections of this document.

Response to the French Review recommendations to adopt the Model Code on free speech and academic freedom:

The university has developed a statement on free speech and academic freedom which reflects the guidelines contained in the Model Code. We are currently reviewing all of our policies and procedures to ensure they are aligned with the Model Code by the start of 2020.

TEACHING AND LEARNING

In this section the University should refer to:

- *its objectives and/or priorities for teaching and learning*
- *its strategies to ensure quality in teaching and learning*

UNIVERSITY ADMISSIONS TRANSPARENCY

- *how the University selects students for offers without an ATAR score, as part of its admissions process*
- *what evaluation strategies are in place for ensuring that students admitted without an ATAR are likely to succeed in their studies.*

UNIVERSITY RETENTION STRATEGIES

- *strategies to reduce the proportion of students that do not complete their course (including for students from regional and remote areas)*
- *evaluation of these strategies, including follow-up with students who do not continue with their studies to better understand the reasons for this decision.*

Federation University is proud of its outstanding record in teaching quality and student outcomes. In the 2019 Quality Indicators for Learning and Teaching, Federation University was ranked first in Victoria in the following seven categories:

1. Teaching Quality
2. Student Support
3. Skill Development
4. Teaching Scale
5. Full-Time Employment
6. Overall employment
7. Median Salary

In 2018, Federation University developed its Learning, Teaching and Student Success Plan 2018-20. This plan affirms Federation University's commitment to ensuring a quality student-centred learning experience for all of our students regardless of the mode in which they study (be it on-campus, online, or through our partner network) in both Vocational Education and Training (VET) and Higher Education (HE). The plan supports the university's strategic goals of offering a high-quality student experience by:

- fostering accountability, responsibility and empowerment through student-centred learning,
- successfully embedding blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds
- enhancing learner support for online/external learning to improve student experience, retention and success
- improving retention for international students studying through partner providers
- Offering all students the opportunity for work-integrated learning.

Developed through consultation with staff, students and key stakeholders in Learning and Teaching and Student Success, the planning process was informed by a thorough analysis of internal and external drivers, as well as consideration of trends in tertiary learning, teaching and student support, retention and success which impact both our staff and students.

As the University expands across new locations and modes of delivery, the student experience will continue to be our primary focus. Blended, on-line and digital learning will allow increased flexibility for our students, giving them the opportunity to study at a time and place that best meets their needs. This will need to be underpinned by continued development of our infrastructure and support for our staff and students. The Plan expands the scope of the 2015-18 Plan to include embedding employment readiness and work integrated learning experiences into all offerings. This ensures that students leave University with the skills and capabilities relevant to both current and future employment needs. The University continues to support students as they approach tertiary study from a variety of backgrounds, providing them with the transition support they need throughout their programs. The Plan also maximises the opportunities the University can offer as a dual-sector university by exploring and articulating pathways for our students between VET and HE.

The Plan sets four broad goals for learning and teaching within the University. Each of the key learning and teaching goals is underpinned by a range of strategies.

1. Enhancing teaching quality

- Employ and support quality teachers.
- Support academic staff to continuously develop skills in blended, on-line and digital delivery of courses.
- Encourage staff to engage with the scholarship of learning and teaching, disseminating effective practice to bring about positive change
- Use Peer Enhancement and Communities of Practice to cultivate teaching excellence and innovation

2. Enhancing student success and the student experience

- Use quality data to improve attrition and student success
- Provide academic and transition support for students across all locations and modes and across the student life cycle
- Increase the student voice in learning and teaching matters
- Highlight pathways between sectors within the university and ensure they are flexible

3. Enhancing curriculum and the learning environment

- Develop new Graduate Attributes/Capabilities for the university
- Enhancement of course and program review processes to ensure quality of curriculum
- Ensure that assessments are varied, authentic, relevant, valid, fair and flexible.
- Continue to establish physical and virtual student learning spaces appropriate for formal and informal learning across all modes of teaching.

4. Enhancing employment readiness

- Promote and enhance understanding of employment readiness for all staff
- Clear articulation of workplace and employability knowledge, skills and their application within Curriculum and Assessment
- Ensure students have access to opportunities to develop employability skills in the curriculum

University Admissions Transparency

How the University selects students for offers without an ATAR score, as part of its admissions process:

English language requirements

All applicants must meet the minimum English Language Requirements for entry into a Federation University Australia program. Unless otherwise specified for accreditation purposes, the English Language Requirement for programs such as business and general science, is Academic IELTS Overall score of 6.0, with no band less than 6.0, or equivalent. For other programs, such as IT the requirement is an Overall Academic IELTS band score of 6.0, with no band less than 5.5, or equivalent. Applicants must provide one of the following forms of evidence to demonstrate their English language proficiency (See Table 1.0)

Table 1.0: English tests

Academic IELTS	TOEFL iBT	Pearson (PTE)	Cambridge-CAE
Overall 7.5 (no band less than 7.0)	106 with minimums: Reading 24, Listening 24, Speaking 23, Writing 27	Overall 73 (no band less than 65)	Overall 191 (no band less than 185)
Overall 7.0 (no band less than 6.5)	100 with minimums: Reading 19, Listening 20, Speaking 20, Writing 24	Overall 65 (no band less than 58)	Overall 185 (no band less than 176)
Overall 6.5 (no band less than 6.0)	79-93 with minimums: Reading 13, Listening 12, Speaking 18, Writing 21	Overall 58 (no band less than 50)	Overall 176 (no band less than 169)

Academic IELTS	TOEFL iBT	Pearson (PTE)	Cambridge-CAE
Overall 6.0 (no band less than 6.0)	60-78 with minimums: Reading 13, Listening 12, Speaking 18, Writing 21	Overall 50 (no band less than 50)	Overall 169 (no band less than 169)
Overall 5.5 (no band less than 5.5)	46-49 with minimums: Reading 8; Listening 7; Speaking 16; Writing 18	Overall 42 (no band less than 42)	Overall 162 (no band less than 162)
Overall 5.5 (no band less than 5.0)	46-59 with minimums: Reading 4, Listening 4, Speaking 14, Writing 14	Overall 42 (no band less than 36)	Overall 162 (no band less than 154)
Overall 5.0 (no band less than 5.0)	35-45 with minimums: Reading 4, Listening 4, Speaking 14, Writing 14	Overall 36 (no band less than 36)	Overall 154 (no band less than 154)

The university also accepts Occupational English Test (OET) results with "B" in all bands, for entry into Nursing and Health Science programs only. OET results are not accepted for programs in other fields - including the English and Academic Preparation (EAP) programs.

Other qualifications

We also accept the following academic qualifications as meeting our general English Language requirements if the applicant does not have a valid English test result. All qualifications must have been undertaken no more than 2 years prior to enrolment at FedUni.

Australia	
Qualification	Equivalent to IELTS 6.0 with no band less than 6.0
English Program from a FedUni-recognised institution	Successful completion of an English Language Intensive Course for Overseas Students (ELICOS) program
Australian TAFE or Higher Education provider	Successful completion of AQF Certificate IV or higher
Australian Senior Secondary Certificate of Education	Successful completion of Year 12
Foundation program from an Australian University	Successful completion of the Foundation program in Australia

Other countries

Citizens and passport holders of one of the following countries: Canada, Republic of Ireland, New Zealand, United Kingdom, or United States of America

Students who have completed at least five years' study in one or more of the following countries: Australia, Canada, Republic of Ireland, New Zealand, South Africa, United Kingdom, or United States of America

Other entry requirements

Applicants who have completed Year 12 within the previous two years (and have not since undertaken higher education or VET studies), must also meet the relevant Year 12 subject study score prerequisite entry requirements for the program as specified in the course guide. All undergraduate programs have a minimum English entry requirement of at least 20, with the exception of the Bachelor of Social Science and Bachelor of Applied Management (25 for Nursing, Education and Social Sciences). Some programs, such as those in Science and Engineering disciplines also have additional subject study score prerequisite in mathematics and/or science.

Applicants with previous higher education studies with results at a pass level, including any single subjects of study, or have successfully completed a tertiary preparatory program such as FAST, these studies will be assessed on the basis these qualifications when selecting for entry into most FedUni undergraduate programs. The same applies to those who have successfully completed a relevant VET qualification at the Certificate III level or higher. Entry is also considered into some programs where the applicant has demonstrated significant, relevant experience.

Selection

Where applicants clearly demonstrate capacity to study at a tertiary level offers will be made subject to meeting pre-requisites. Where it is determined an offer should not be made during selection, the reason for not making an offer would be clearly recorded so that the reasons can be examined and alternative pathways such as the FAST preparatory program for Domestic applicants or into a related VET qualification such as a Diploma. Prior to entering FAST applicants who are currently completing VCAL, unscored VCE, or those who do not meet the specified pre-requisite studies are required to complete a literacy and numeracy test to determine their eligibility for admission to FAST. All applicants who are not currently studying year 12 or recently completed year 12 in 2016 or 2017 are also required to complete a literacy and numeracy test to determine their eligibility for admission.

What evaluation strategies are in place for ensuring that students admitted without an ATAR are likely to succeed in their studies?

Student Retention and Success (SRS) analysis is conducted regularly by application cohort and program to identify patterns of attrition and help guide further success strategies (See [Student Retention and Success Website](#)). Please see the information below supplied in response the retention and success for further details. Where applicants are considered at risk pathway programs, such as the Diploma of university studies ad Foundation Access Students or FAST, may be promoted and/or offered as alternative entry options. Counselling and advice may also be offered during study planning in terms of study load. All first year students are provided with a mentor with mentor groups meet weekly during the first five weeks of semester, and gain invaluable information and support. 'Starting with FedUni' weekly transition emails are distributed throughout the first semester, to further assist in transition to University and provide information relevant to that point in time, and link to relevant support and services aligned with each week's theme.

University Retention Strategies

Strategies to reduce the proportion of students that do not complete their course (including for students from regional and remote areas)

Since June 2014, there have been a number of university-wide and school-focused Student Retention and Success (SRS) strategies that have been implemented to increase student success and progression. These initiatives vary from timely access to information, targeted program and courses priority areas, timely contact with students throughout the student life-cycle, building academic teaching staff capability and developing innovative technology solutions to identifying students 'at risk' and monitoring progress. These initiatives include:

- 1. Student Retention and Success website:** The staff orientated website was designed to be a one-stop location to support and promote the development of a student-centred culture at the University. The website directs staff to information and support under the banners of: The plan, Principles, Research, Data, Advice for teaching staff, Advise for professional staff, Professional development, and examples of effective practice including reference to SPARK (Student Progress and Retention Knowledge) Training.
- 2. Data Analytics Dashboard:** Provision of Tableau software and Business Intelligence Unit support to readily access student attrition data at the course and program level based on specific filter indicators.
- 3. Hot Spot Interventions:** Targeted course and program intervention based on student data analytics including student evaluation of teaching and Quality Indicators or Learning and Teaching (QILT).
- 4. SPARK Training:** Student Progress and Retention Knowledge (SPARK) training is a student retention and success training program for all academic staff at Federation University Australia, dual sector partner providers and non-dual sector partner providers.
- 5. FedStart Survey:** Inspired from a model from University of Sunshine Coast, a focused working party developed the FedStart Survey. The survey focused on identifying individual student interests and needs to aid in the transition into successful and supported higher education study. The survey results enable our Contact Centre (now Student HQ) staff to tailor personal calls to students, with feedback indicating students felt supported and welcome prior to commencing study.
- 6. Student Success Plans:** The Student Success Plan allows program and academic coordinators, leaders, and/or managers to record tailored intervention strategies for students within fdlGrades, to support and guide students.
- 7. Targeted Call Campaigns:** Our most successful hot-spot targeted interventions have been call campaigns, delivered through Student HQ (previously the Contact Centre).
- 8. Academic progress correspondence:** Correspondence relating to student monitoring and academic progress was reviewed and redrafted. The result being a clear mapping process, development of correspondence that is clearer and provides better support information for students, is action orientated and meets our legal obligations.

9. **Student Success Plans:** In conjunction with the work done by the Academic Progress Committee and the redraft of student monitoring and academic progress correspondence, Student Success Plans were developed. The Student Success Plan allows program and academic coordinators, leaders, and/or managers to record tailored intervention strategies for students to support and guide students.

Evaluation of these strategies, including follow-up with students who do not continue with their studies to better understand the reasons for this decision

Strategies focused on academic orientation and transition in higher education (ie FedReady, PASS, Mentoring), are evaluated using quantitative and qualitative methodology at the end of each teaching semester. This includes evaluation methodology using surveys, focus groups and peer-to-peer feedback. Evaluation and impact are reported at the directorate level and within six-monthly university plan updates: University Learning, Teaching and Student Success Plan (2018-2020) and the Student Retention and Success Operation Plan (2018-2020).

Strategies focused on student retention in higher education (ie Data Analytics Dashboard, Student Success Plans and Targeted Call Campaigns) are evaluated at the school and/or central service level. These strategies are evaluated at the local level of implementation and reviewed six-monthly. School led initiatives are evaluated by senior school leaders within learning and teaching committees. Central service led initiatives are evaluated by managers and/or coordinators within the Administration, Retention and Success department, within Student HQ (University Registrar Directorate).

School and Student HQ key stakeholders, play a significant role in supporting students who are considering taking leave from studies (See [website link](#)). Students are encouraged to discuss their challenges with school and/or central service staff using a variety of communication methods. Students are provided with a range of options to further encourage remaining with their study and the university. Students who take leave of studies or withdraw are logged within a university database and are followed up (i.e. Outbound Call Campaign) within an appropriate timeframe regarding change of circumstance or willingness to re-engage with the university. Evaluation of reasons specific to withdrawals are reviewed within the Data and Reporting Team and made available to senior school leaders as appropriate.

RESEARCH AND RESEARCH TRAINING AND INNOVATION

In this section the University should refer to or provide information on:

- *strategies to ensure excellence in research and the strengthening of research capability*
 - *strategies for the provision of high quality research training, including measures to encourage PhD industry placements. This information should identify the expected number of industry placements.*
 - *strategies to encourage research translation and commercialisation, including collaboration and engagement with industry and other end users, and the measures of success that the university monitors in this area*
 - *strategies to promote open access to research publications and data.*
- The University has developed a research strategy 2019 – 2023 which is designed to improve the quality of its research from an average across the board which is at the world standard (externally reviewed by CWTS) to above the world standard. At the same time the University's research capability will be enhanced by targeted investment in its research priority areas to improve research income incrementally to ~\$20M by 2023. The strategy will include investment in emerging research areas to ensure that 50% of the disciplines in which we teach are at a world standard in research by 2030.

- The research strategy 2019 – 2023 will include a focus on high quality research training through investment in a combination of online tools (Epigeum, Vitae, Springer Nature) which will cover research integrity, researcher development frameworks and best practice in publishing, as well as masterclasses in grant writing, publishing and working with Industry. The University has also successfully applied for Australian Post-graduate Research Internship awards which will provide opportunities for up to 50 current post-graduate students to have Industry placements.
- The strategy will include the development of: (1) an engagement team led by the PVC Engagement that will identify partnership opportunities with Industry and build multi-disciplinary teams to carry out a wide range of applied research with Government and Industry partners; (2) in collaboration with Runway Ballarat and through staff development programs to build an innovation pathway for the successful commercialisation of research. Measures of success will include high profile partnerships with local, national and multi-national companies, well developed Impact case studies in all of our world standard discipline areas and the successful licensing of University IP either to Industry partners or through the development of spin-out companies.
- The University has a range of strategies to promote open access and data sharing. These strategies are published in Research Committee minutes (03/2019) and are overseen by the Research Advisory Committee. The strategy depends on researchers adopting ORCID that will identify their work in a range on online tools which will allow lineage of publications to background data sets that are Findable, Accessible, Interoperable, and Reusable.

EQUITY

In this section the University should refer to information on:

Strategies for improving Indigenous outcomes and related targets

- The University employs a range of strategies to increase enrolment, retention and success of indigenous students.
- The Aboriginal Education Centre (AEC) is a specialist area within the University that provides culturally safe environments for Indigenous students as well as promoting Aboriginal cultures and resources to the wider University. The AEC is also proactive in developing relationships with the student engagement and support service areas within the University. The purpose of this is twofold: to meet the students' social and academic needs and, assist in student course/pathway progression towards completion and employment.
- The naming of University buildings and spaces: In 2017 the new student commons area on the Mt Helen campus was named Gnarrwirring Karung, meaning 'Learning Place'. Further, in 2018 a bush tucker garden was named Wayn-Gurr Derrk meaning 'Good Ground'. This naming strategy has been consolidated and documented as part of a broader strategy in all future designs and works.
- In 2017 the Indigenous Governance Committee (IGC) was established to oversee the financial management of the ISSP funding. The ISSP funding provides academic tuition and pastoral support as well as additional scholarships to aid in retention and completion rates. Aside from fiscal oversight, the purpose of the IGC is to provide a critical link between the Indigenous communities and the University. To demonstrate this there is equal representation of membership from the AEC, University Senior Management and the Local Aboriginal Educational Consultative Groups (LAEGC).
- The units responsible for each listed strategy are collaborative efforts from the AEC, Chief Operating Office and Student Support & Services.
- The funding utilised to execute each strategy is a combination of ISSP and University operating funding.
- Each of these strategies will be sustained into the future as part of the ongoing business practices of the University.

Strategies for achieving equity for regional and remote students, for low socio economic students and students from other equity groups

The University is committed to providing opportunity to students from a key equity groups to access higher education. Federation University recognises the compounding impact and effects of disadvantage on students seeking access and succeed in higher education.

The University has in place programs that are designed to remove barriers and provide support for higher education participation of current and prospective students from equity target groups, particularly those from low SES and regional and remote areas.

Examples of Participation activities include the following:

- developing and implementing and measuring the success of appropriate support services and programs;
- administering and measuring the impact of a range of Scholarships and bursaries;
- Targeting institutional scholarships where they have most impact;
- undertaking research and monitoring the impact and effectiveness of activities aimed at improving the participation of low SES students, and
- developing and implementing partnership activities for the purpose of encouraging aspirations and building capacity among people from (particularly) low SES backgrounds.

Strategies for reducing unemployment in the regions serviced by institutions, including youth unemployment rates

Federation University offers a range of degrees that are aligned to the needs of employers and ambitions of students in our regions. Federation is active in monitoring market and employment trends and offering aligned learning experiences that add economic value for regions and students. Two Thirds of our students gain their first employment in regional Australia and the University is a National leader in overall employment, employer satisfaction with graduates and number 1 in Victoria for full time employment. The success of the Berwick campus and popularity of the newly announce Occupational Therapy degree at the Gippsland Campus further evidence the close relationship and deep understanding the University holds with the communities which we serve.

Strategies for increasing student support for relocating students (potentially including specialised on-boarding programs)

Federation University's on-boarding, orientation and transition program focuses on students transitioning into higher education. The program provides pre-arrival, post-arrival and on campus orientation, social, academic and assistance in settling into the community. Each major campus (Ballarat, Berwick and Gippsland) has a Student HQ, Campus Life, Multicultural Student Support and Student Engagement offices responsible for on-boarding domestic and international students. The services provide pre-arrival information, on campus orientation and transition programs and through the student Mentor program help students build relationships with staff and students.

All new residential students, including international and domestic, take part in the compass residential orientation program where new students meet fellow residents, their Residential Advisors (RA's) and begin to learn about living on campus and university life. The RA's serve as a key contact during orientation and throughout the year for residential student queries, issues and support needs. For students commencing in 2020 an online pre-arrival induction process will also be implemented for residential students, aiming to prepare students for arrival, build excitement and alleviate some of the anxieties.

Pre-arrival and orientation covers a range of information on important services including:

- Counselling,
- Accommodation and Transport
- Disability Support,
- Employment support
- Student Advisory.
- Important University Information
- Safety Information
- Other University Services

Dedicated international students sessions are held as part of enrolment and to give specific information for International Students as required by ESOS. Social events and day trips are also arranged as part of the cultural induction and also local area orientation.

The Orientation and Transition Steering group is currently reviewing existing on-boarding supports and the International Readiness Steering group is reviewing our international support programs.

Projects which have resulted from the Steering groups include:

- Student On-boarding Project to streamline and improve pre-arrival communications and ensuring that students receive information when they require it. This project includes the recruitment of students who can help with nurturing conversations with pre-arrival students to increase confidence with the choice to move to a regional centre.
- Cultural awareness and competency training for front line staff.

Strategies to increase community access to university facilities

Federation University operates three children's centres in Ballarat and Gippsland. These centres are open to public enrolments and complete activity in the community market. At Churchill in Gippsland the University operates the only children's center in that community (in Council premises) and activity partners with the La Trobe city Council to develop and expand the centre and to create access opportunities for community members (e.g. Kurnai College "young mums" program).

Federation University has invested significantly in regenerating its Sporting and Sports Science Facilities in Ballarat. Improvements to outdoor spaces, community gym, pool (including learn-to-swim) and rehabilitation clinic are already showing positive impact on community memberships of "Unisports" - the community facing fitness service. A number of local swimming clubs and schools also utilise the University's pool. In Gippsland, the University partners with the Latrobe City and local sporting bodies to administer and share access to the City's sport facility and a synthetic playing surface and associated amenities. These facilities are heavily utilised for local and interstate competitions with the University's student residences providing affordable accommodation to competitors outside of semester usage.

The University is currently the major sponsor of Cycling Australia's Federation University Road Nationals drawing world class competitors and thousands of spectators to the campus and surrounds in January each year. The University actively explores opportunities for impactful and relevant community sponsorships and engagements across its regions.

Access to the University's general facilities and conference centres are offered to the community on a sliding rate scale, depending on the nature of the client and their relationship with the University. Not-for profit and community led events are favorably treated with opportunities identified via the Universities community outreach and engagement activities. A range of commercial and allied professional development conferences and events are also supported across our campuses.

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

Year 8 In School Sessions

- FedUni Schools Marketing staff will visit schools and conduct a 45 -70 minute session (1 period) such as the “The Future is Now” workshop. Topics covered include creating pathways, decision making, qualifications required for different careers etc. Capped at roughly 30 - 50 students per group, the session can be repeated numerous times to cover the entire cohort.

Year 9 In School Sessions

- Federation Uni Schools and marketing staff visit schools and conduct a 45 -70 minute session (1 period) with students titled “Focus on their Future”. Topics covered include qualifications required for different career pathways, what is a pre-requisite, and highlight some of the key differences between high school and university study. Capped at 30-50 students per group, the session can be repeated numerous times to cover the entire cohort.

Year 10 Campus Experience

- Students will visit the Campus and complete a number of sessions with the assistance of academic staff and current students. Students experience a guest lecture, complete a task such as the “Amazing Race around the campus” and take part in a Q&A panel with current students about their experiences.

Year 11 In School Sessions

- Federation Uni Schools and marketing staff visit schools and conduct a 45 – 70 minute (1 period) interactive session with students in the form of our “Uniquiest” Game (50 students per session) or other relevant workshops. Students answer questions on topics such as VTAC, SEAS, Money, Uni Life, Surviving VCE and more.

Year 12 in School Sessions

- Federation Uni Schools and marketing staff conduct presentations to Year 12 students covering topics such as applying to Uni through VTAC, information on scholarships, how to apply for SEAS, and extra requirements that students may face (accommodation applications, folio interviews, auditions etc.). We also provide an overview of Federation University programs, pathways, work integrated learning opportunities, and provide first-hand experience of university life via our student ambassadors who run a Q&A session. Topics covered in the session are tailored based on the needs and interest areas of your students.
- Pizza drop-in sessions are run during School lunchtime to allow a more informal interaction with students and to answer any specific questions

LABOUR MARKET OUTCOMES

In this section the University should refer to information on:

- *strategies for identifying skills gaps within the relevant student and business catchments*
- *strategies for meeting labour market priorities at a local, regional and/or national level*
- *strategies to address employability and graduate attribute skills gaps to ensure students are workready*

Co-curricular employability and work readiness:

The Federation Advantage program supports Federation University's focus on transforming lives and enhancing communities through social and economic capacity building, community and business engagement and improving graduate outcomes by offering a structured, sequential and credentialed program of co-curricular learning opportunities that enhance the skills and experience of students. The program is structured around the Universities Graduate Attributes and addresses any skill gaps students want to improve.

We do this by:

- Understanding the development needs of Vocational / Undergraduate and Postgraduate students in terms of social, community and career development.
 - Incorporating community and industry expectations of Federation University graduates.
 - Scaffolding learning experiences to ensure students build their capacity over the duration of their course.
 - Providing a single point of access for students to engage with the Federation Advantage.
 - Implementing a system of tracking and credentialing student engagement.
 - Ensuring that Student Development Staff has the capabilities, resources and processes to deliver the program with efficiency and effectiveness.
- *The application of these strategies to admissions and enrolments*
 - *how labour market strategies are taken into account in developing course offerings.*

SECURITY MEASURES

In this section the University should refer to information on:

- *actions being taken to ensure the safety of data against cyber attack*

Federation University regularly reviews its cyber security arrangements via internal and external assessments. The University has developed a Cyber Security Strategy and Security Framework to guide actions and is active in monitoring the threat environment.

- *mitigation strategies in the case of a breach of security*
- *how the University complies with the Australian Cyber Security Centre's "Strategies to mitigate cyber security incidents" document (<https://www.cyber.gov.au/publications/strategies-to-mitigate-cyber-security-incidents-mitigation-details>)*

An assessment of the University's compliance against the "ASD Mitigation Strategies" has been undertaken by IT security staff. The University believes the level of compliance attained represents an adequate level of risk mitigation for our risk profile.

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

The University has already developed a risk matrix under the Trade Controls Act to monitor research that is capable of dual use and control the dissemination of this data. The University will closely monitor International research partnerships to ensure that its capabilities in certain areas (e.g. Cyber Security, Data Federation Artificial Intelligence) is controlled and IP is protected. Storage of research data centrally (as is required by the Australian Code for Responsible Conduct of Research) will enhance the University's ability to limit loss of IP.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom Anagnostis
Full name (please print)

Group Manager
Position

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

[Signature]
Signature

23/12/19
Date

In the presence of:

Drew Menzies-McVey
Witness (please print)

Branch Manager
Position or profession of witness (please print)

[Signature]
Signature

SIGNED for and on behalf of

UNIVERSITY

Professor Helen Bartlett
Full name (please print)

Vice-Chancellor and President
Position

[Signature]
Signature

In the presence of:

Camilla Barker
Witness (please print)

Executive Assistant to Vice-Chancellor and President
Position or profession of witness (please print)

[Signature]
Signature