



2019 Mission Based Compact
Between the Commonwealth of Australia and [INSERT UNIVERSITY NAME]

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:

- *its primary focus over the term of this compact*
- *its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders*

The University of Queensland has a vision to provide “knowledge leadership for a better world”, which is reflected in our mission to positively influence society by engaging in the pursuit of excellence through the creation, preservation, transfer and application of knowledge. UQ builds and encourages partnerships which inspire the next generation and advance ideas that benefit the world.

UQ values the pursuit of excellence, creativity and independent thinking, honesty and accountability, mutual respect and diversity, and supporting our people.

In 2018, [The University of Queensland Strategic Plan 2018 – 2021](#) was released, which outlined our goals to:

1. Transform students into game-changing graduates who make outstanding contributions and address complex issues with a global perspective
2. Deliver globally significant solutions to challenges by generating new knowledge and partnered innovation
3. Develop a diverse community of knowledge seekers and leaders who embody a One UQ culture and use collaborative partnerships to connect and co-create

To support these objectives, the University has committed to building an agile, responsive and efficient University operation, and diversifying its income streams and managing its resources to establish a sustainable financial base into the future.

The Strategic Plan incorporates measures of success spanning teaching and learning, research and innovation, and equity. These have been translated into Key Performance Indicators that are made public via our [Annual report](#).

- *how the university has responded to the French Review recommendations to adopt the Model Code on free speech and academic freedom.*

The University of Queensland is committed to the principles of academic freedom, freedom of expression and institutional autonomy, and we have robust systems to enable these principles including our policy on [Intellectual and Academic Freedom](#) which is also embedded in Section 23 of [The University of Queensland Enterprise Agreement 2018-2021](#).

The University's Management and Senate are working closely on developing a constructive response to the concerns raised in the French report and the recommendations outlined in the Model Code. Our response will also take any relevant legislation pertaining to universities in Queensland into account.

TEACHING AND LEARNING

In this section the University should refer to:

- *its objectives and/or priorities for teaching and learning*

In 2016, following extensive student, staff and external consultation, UQ released the [Student Strategy \(2016-2020\)](#) that articulates four goals:

1. Game-changing graduates - to graduate students who use their intellectual assets to build meaningful careers, become effective leaders, and turn their ideas into impact.
2. Student-centred flexibility - to provide our students with flexible options that support and service their priorities, meet their expectations and personalise their learning experience.
3. Dynamic people and partnerships - to strengthen a dynamic and enterprising culture that supports continued innovation, adapts to change, and is shared, valued and enriched by students and staff.
4. An integrated learning environment - to build a vibrant, practical and digitally-integrated environment that supports and enhances on-campus learning, community engagement and student life.

The ambitious goals of the Student Strategy have informed a number of cascading plans, including the [Teaching and Learning Plan \(2018-2021\)](#); the [Student Life Plan \(2018-2021\)](#) and the Professional Learning Plan (2018-2021). Priorities include:

- simplified, flexible and easily navigable programs
- strengthened partnerships with students, industries, researchers and employers to ensure experiences are rich and future-focused
- inclusive curricula and pedagogies to improve access, participation, equity and success
- collaborative, connected and active pedagogies both on campus and online
- authentic, progressive and fair assessment
- a comprehensive, articulated and blended professional learning program for all our teaching staff including the opportunity to gain HEA fellowships.

- *its strategies to ensure quality in teaching and learning*

Comprehensive reviews of Schools and academic disciplines are performed on a seven-year basis, and provide the opportunity for contextualised reflection on quality assurance and to outline strategies for quality enhancement.

Academic program quality is assured by annual reporting on courses and comprehensive cyclical (five or seven-year) academic program reviews (APRs). Similar external professional accreditation cycles are undertaken where programs are required to do so. Participation in the Go8 Quality Verification System supports the quality assurance and improvement of UQ's academic standards across disciplines.

The vast majority of UQ's quality assurance processes are informed by internal and external student experience data captured in Student Evaluations of Course and Teaching (SECaTs) every semester a course is offered and Student Evaluation of Tutors (SETutors), where requested by Schools; and Quality Indicators of Teaching and Learning surveys.

When considered alongside institutional metrics and national and international benchmarking activities, these processes facilitate evidence-based reflection on the quality of courses and programs, and allow the University to contextualise and respond to identified risks.

See also:

- The University of Queensland [*Strategic Plan 2018-2021*](#)
- The University of Queensland [*Teaching and Learning Plan 2018-2021*](#)
- PPL 1.40.06 [*Review of Schools and Academic Disciplines*](#)
- PPL 3.30.02 [*Course and Teacher Surveys*](#)
- PPL 3.30.03 [*Curriculum and teaching Quality and Risk Appraisal and Academic Program Review*](#)

The University's commitment to teaching and learning quality is also demonstrated in our academic staff performance appraisal and [promotion](#) processes and tools. Staff are expected to demonstrate a distinguished record of scholarly teaching and leadership across academic levels and appropriate contexts. In recent years, the University has made a proactive effort to ensure that, within our research-intensive environment, teaching is highly valued and is a core consideration of promotion decisions.

The outcomes of our commitment to teaching were demonstrated in our recent staff engagement survey with favourable responses to the question 'Teaching is valued at UQ' increasing from 66% in 2015 to 72% in 2019. Additionally, responses to the question 'Teaching is valued within my Organisational Unit' increased from 70% in 2015 to 74% in 2019, a result which is 6 % points higher than the Go8 average.

UNIVERSITY ADMISSIONS TRANSPARENCY

- *how the University selects students for offers without an ATAR score, as part of its admissions process*

UQ's domestic bachelor's admissions are administered through the QTAC system. Under this system, all of UQ's applicants are wholly or partly assessed for admission on the basis of an admissions score. Queensland Year 12 students receive an OP while all other applicants are given an Admissions Rank out of 99. The Admissions Rank is calculated on the basis of pre-prepared schedules, produced by QTAC, which convert achievement across a wide range of qualifications into an equivalent rank.

For some students, adjustment factors are added to their admission score to create an adjusted OP/Rank. UQ primarily adds adjustment factors under the [Subject Incentive Scheme](#) for the completion of Maths C or a Language other than English in Year 12, following an assessment of disadvantage under the [Educational Access Scheme](#) or under the University's [Rural Access Scheme](#).

The University also has some smaller access schemes whereby students are not given adjustment factors but are selected on a range of alternative criteria. However, all of these schemes include previous academic achievement as one of the criteria. These schemes include the:

- [Aboriginal and Torres Strait Islander Admission Pathway](#);
- [Undergraduate Law Admissions Scheme](#); and the
- [Aerospace Gateway Schools Program](#)

Entry to The Bachelor of Music also assessed using a combination of an audition and OP/Rank.

- *what evaluation strategies are in place for ensuring that students admitted without an ATAR are likely to succeed in their studies.*

As outlined above, the University of Queensland wholly or partly assesses all undergraduate applicants on the basis of an admission score (either an OP or Admissions Rank). The University also regularly monitors the academic results of its students and, in doing so, compares students admitted through different pathways and admissions scheme. This work is included in the terms of reference for the University's [Coursework Admissions Standards Sub-Committee](#).

- Centralised business intelligence reports provide data on GPAs, pass rates and retention rates for students admitted through different pathways and/or with different OPs/Ranks. These are widely available on demand through the University's business intelligence system.
- Deeper ad-hoc analysis is also prepared to inform decision making and this has included analysis on the performance of students admitted with adjustment factors to ensure that the number of adjustments given is appropriately calibrated.

UNIVERSITY RETENTION STRATEGIES

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

Over the past five years, UQ has sought to better understand and respond to factors behind student attrition.

This has involved data analysis for contributing factor identification, and roll-out of multiple initiatives to help mitigate those main contributing factors, including:

- Navigation, welcome and induction
- Sense of Belonging, social networks
- Career and Program of Study expectations
- Financial and time pressure.

As previously articulated, the University has, under the auspices of its [Student Strategy](#), publicly articulated those retention initiatives, and others in the form of:

- [UQ Teaching and Learning Plan 2018-2021](#)
- [UQ Student Life Plan 2018-2021](#)

This year UQ re-articulated its student retention initiatives in the form of a UQ Student Retention and Success Strategy 2019-2021.

The Strategy draws from both the Teaching and Learning Plan, and the Student Life Plan, and brings the addition of an Early Recognition System to assist students at risk of attrition.

We also provide specific services that engage student cohorts such as international and equity groups to build a community and sense of belonging, including the [Jump Start Academic Preparation Program](#), [peer mentoring](#), the [Student Relations Network](#), and [health and wellness events](#).

Students from regional and remote areas have been given first invitation and priority for the Jump Start program.

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

The various strategies outlined above include evaluation as part of the implementation process, with qualitative and quantitative data gathered throughout.

For example, UQ has operated a proactive call centre since 2016 through which students are contacted directly by their peers to discuss issues including what to do next in terms of enrolment, sign on, accessing resources for success, or suggesting activities (academic or social) in which to take part. These calls include embedded feedback loops that enable us to respond to real time data regarding student retention. Based on embedded feedback, the call centre was supplemented in 2019 by a services showcase prior to Census Date, designed to further focus student minds on their progress, and consequently their support or withdrawal options.

The data gathered through these calls has also fed into the creation of an early warning system pilot, currently in development, in order to more proactively and systematically identify students at risk and provide support in a normalised manner based on a 'just in time, just for me' approach. Complementary to this, within the curriculum, work is also underway to identify patterns of behaviour in relation to the Learning Management System that could be early warning triggers for support needs.

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.*

UQ's Strategic Plan 2018-2021 outline's The University's ambition to *deliver globally significant solutions to challenges by generating new knowledge and partnered innovation.*

UQ's research excellence is demonstrated through our results in the 2018 Excellence in Research for Australia (ERA) in which we received a rating of 'above world standard' or higher for 95% of our fields of research. Our ranking in the [Academic Ranking of World Universities](#) is number 55 globally and 2nd in Australia.

At UQ, research is undertaken at the highest academic standard with the highest ethical principles and we remain committed to both fundamental and translational research that brings credit to The Nation on the world stage.

The Strategic Plan places a particular focus on working with others – both internally through collaborations that cut across disciplinary and organisational boundaries, and externally through partnerships and networks. We aim to be within the top 3 among the Group of Eight universities in both the number of publications with an international co-author and the number of publications with a non-academic co-author. We also aim to remain number one in Australia for attracting research income from Industry and within the top three for attracting income from national competitive grants. In this way, UQ will become a hub that brings the best expertise together to creatively solve complex problems through research and innovation.

This ethos is also reflected in our approach to research training and teaching through the delivery of our [Career Development Framework](#) for Higher Degree by Research students, which incorporates research skills, transferable skills, and professional skills. By 2021 we aim to ensure that 50% of our Higher Degree by Research students have an engagement with an end user, which includes industry placements as well as joint supervision, formal training, joint funding of research, and other commercialisation activities.

We are also maximising the [impact of our comprehensive research profile](#) through focussing our efforts in five significant and complex areas:

- Building Better Bio-economies
- Achieving Resilient Environments and Livelihoods
- Designing Technology for Tomorrow
- Transforming Societies
- Leading Healthy Lives

The [Strategic Plan 2018 – 2021](#) includes strategies to enhance our high quality research by improving our capacity to collaborate to achieve greater impact, and to build engaged and strategic partnerships with a broad range of local and global networks. Our commitment to providing open access to our research is shown in the development of [Research Data Manager System](#), enabling the UQ community to store and share research data while [UQ eSpace](#) provides a public repository of our scholarly research and supports the deposit of open access publications.

Through collaborative external partnerships we will create the connections and networks necessary to understand the needs of industry, government and the community and work with others to meet those needs.

EQUITY

In this section the University should refer to information on:

- *strategies for improving Indigenous outcomes and related targets*

In late 2018, The University of Queensland launched its first [Reconciliation Action Plan](#), articulating our vision to build a strong sense of belonging in an inclusive UQ that works respectfully with Aboriginal and Torres Strait Islander students, staff and communities in teaching, learning, research and collaboration.

The plan is framed around three themes: Relationships, Respect and Opportunities.

Under the theme of Opportunities, we are committed to increasing representation of Aboriginal and Torres Strait Islander students in higher education. Some specific initiatives include:

- Targeted community engagement and aspiration building programs for Indigenous youth such as the [InspireU](#) on-campus residential camp program which is delivered in collaboration with community and industry partners. In 2019 66 young people participated in this program.
- [The Aboriginal and Torres Strait Islander Admission Pathway](#) which provides an alternative entry pathway for Indigenous students
- Support for Indigenous students during their studies through the [Aboriginal and Torres Strait Islander Unit](#) including the provision of study spaces and [tutoring assistance](#) and support through the [Goorie Berrimpa Student Collective](#)
- Building relationships with alumni and work with industry partners to seek opportunities to support and foster improved academic and career outcomes, including further study, among Aboriginal and Torres Strait Islander students.

UQ's suite of Strategic Plan KPIs include metrics for the participation success ratios of Aboriginal and Torres Strait Islander peoples. By 2021, the University aims to increase the success ratio from 0.92 to 1.0 and the participation ratio from 0.31 to 0.35.

UQ is also committed to increasing Indigenous employment opportunities and we've recently launched our [Aboriginal and Torres Strait Islander Employment Strategy 2019-2022](#). This strategy builds on a commitment made within [the University's Enterprise Agreement 2018-2021](#) to increase the Aboriginal and Torres Strait Islander FTE to 100 for professionals and 25 for academics by 2021. Some specific [strategies](#) include an academic pathways program, traineeship program and graduate program. Significant gains have already been made in relation to professional staff numbers with the FTE growing from 59 to 79 between 2018 and 2019. Academic FTE has grown from 11 to 12.

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

UQ's Strategic Plan articulates a [specific focus](#) on attracting, supporting and retaining a diverse and inclusive community of high achieving staff and students. Increasing the representation of the students from regional, remote and low socio-economic backgrounds is a key part of this. Diversity is essential for ensuring our academic endeavours are enriched by a wide variety of perspectives and experiences and we aim to build an inclusive community so that all of our students have the opportunity to realise their potential. UQ has a range of strategies and initiatives aimed at realising this goal:

- The [Young Achievers Program](#) is targeted at Year 10 students who have the motivation and potential to succeed at university but who might otherwise face financial and social barriers to participation. There is a focus on attracting students from regional/remote areas through a partnership with 27 regional/remote schools. On average, 90 students are selected into the program each year which aims to nurture and develop their educational ambitions. The students are given mentoring support, on-campus residential experiences, financial assistance of \$1000 in Year 11 and 12, tailored advice on study options, and \$7000 per year for up to four years if they enrol at UQ. All the Young Achievers transitioning into UQ are offered some level of accommodation support, ranging from a 30% discount to full costs being covered. These accommodation grants have been negotiated with 11 different independent accommodation providers.
- Through UQ's Outreach program, the University offers remote and low-SES teachers professional development opportunities to enhance academic capacity in schools. In 2019, the program fully funded 34 teachers from regional and low SES schools to join their peers in the [Aspiring Thinkers Network](#) and associated events.
- UQ presently offers a wide range of scholarships for low SES, regional and remote cohorts; often taking the form of tuition fee reductions and can be either specific to a discipline or accessed by students undertaking any program. Examples include the [UQ Link Scholarship](#) the [Aspire Scholarships](#) and the [Aspire Residential Scholarship](#). A scholarship strategy review is also underway with the aim of increasing the the number and value of scholarships available to low SES, regional, remote and Aboriginal and Torre Straits Islander cohorts.
- As outlined earlier, the University also has a range of adjustment factor and quota schemes to recognise the admission barriers faced by students from low ses, regional and remote. These include the [Educational Access Scheme](#) and the [Rural Access Scheme](#).
- UQ's 'Not if, when' philanthropic campaign has a strong focus on [empowering student success](#) through scholarships and support for students who face financial barriers to attending university. Donations made to any of the needs-based endowment scholarships during our 2019 Giving Day were matched dollar for dollar by The University, up to a maximum of \$1 million.

- *strategies for reducing unemployment in the regions serviced by institutions, including youth unemployment rates*

The University of Queensland is a major employer in Brisbane and Queensland, employing almost 17,000 individuals across the 2018 calendar year. Ranked number 14 in [Randstad's Top Employers list](#) in 2019, the University understands the important role it plays in creating jobs within our region – both directly and indirectly through our economic activity. We recently commissioned a report from London Economics to measure the full economic impact our operations. This analysis estimated that we indirectly create over 4,000 jobs in the broader economy.

We are particularly aware of the importance of supporting employment growth in regional Australia. Our Gatton campus is situated in the Lockyer Valley and employs over 700 staff. In nearby Warwick, we recently invested in the development of the [Warwick Solar Farm](#) and in doing so we worked with Lendlease to develop a 'local first' approach to recruitment and procurement to support local workers and businesses. At the peak of the project, 65% of the workforce of 160 people were from the local area. The majority of the remaining 35% also relocated to Warwick during the project, injecting new spend into the local economy. As construction comes to a close it is expected that the vast majority of ongoing operations of the Solar Farm will be supported by local labour.

In addition to our Gatton Campus, the University also operates in a range of [regional locations](#) across Queensland. In particular, our commitment to supporting a strong health and medical workforce in regional Australia is demonstrated through our [Rural Clinical School \(RCS\) and Regional Training Hubs \(RTHs\)](#). The RCS and RTHs employ 195 academic and professional staff and are focussed on training year 3 and year 4 Medicine Program students, developing awareness of rural medical careers among regional high school students, delivering clinical practice, teacher training, and research to support doctors working in a rural setting.

Through the RCS and RTHs, UQ has made a significant infrastructure investment in regional centres including four State of the Art training facilities at Bundaberg, Hervey Bay, Rockhampton and Toowoomba and an extensive distributed network of regional GP and Specialist Practices. Five remote sites were also used in 2019 for Rural and Remote Medicine (RRM) preparation weeks at Emerald, Goondiwindi, Kingaroy, Roma and Theodore.

As part of our commitment to increasing Aboriginal and Torres Strait Islander employment opportunities, the University offers a [Traineeship program, Temps program and Graduate program](#) for Aboriginal and Torres Strait Islander people.

- The Traineeship program provides an entry-level career pathway into UQ and supports the completion of a Diploma of Business. The University employs 6 staff per year under this program.
- The Temps program provides a pathway into UQ through professional staff areas such as finance, general administration, reception, personal assistant, project work and IT. The University employs various numbers of staff each year depending on demand of areas.
- The Graduate program is run over 12 months and provides opportunities for Aboriginal and Torres Strait Islander university graduates to develop a professional career. The University currently employs 6 staff per year under this program.

As at 16 September 2019, 45 of the current Aboriginal and Torres Strait Islander staff at UQ had commenced at UQ through one of the above programs.

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

The [UQ Student Life Plan 2018-2021](#) outlines a range of initiatives and activities underway and planned to support the full range of students at UQ, including those relocating. Specific examples include the [Guaranteed Accommodation](#) scheme that helps students to secure accommodation at select providers, and the [airport pickup](#) scheme that ensures that new international students and their families are welcomed as they arrive in Brisbane. UQ will examine demand for potentially expanding its pickup service to domestic, regional and remote students. The University has also recently trialed induction events for parents.

In addition to prioritizing the [Jump Start Academic Preparation Program](#) for remote and regional students, UQ provides guides and [information about the local area](#) both online and via face-to-face events onshore and in country. UQ works in partnership with students to develop a series of online modules and associated podcasts to ensure students and their families receive information prior to departure for Brisbane.

Over the next few years, The University will also be investing in a Student Residences Program to build a new student accommodation precinct on the St Lucia campus. The accommodation will provide 610 ensuite bedrooms and is designed to contribute towards a more vibrant learning environment where on-campus learning, community engagement, and student life can be enabled more holistically and effectively.

By delivering accommodation on campus at St. Lucia, UQ will be in a position for the first time to deliver a 'complete package' for students that includes a degree as well as accommodation, which gives us the flexibility to tailor our specific packages to student needs. It will also allow us to offer a similarly comprehensive package to donors who wish to provide scholarships that include accommodation, and importantly, an 'end to end' solution for students who can readily access learning and wellbeing support, utilise high quality and modern facilities and live in an environment that makes it easy to establish supportive relationships with peers from diverse backgrounds. Combined, these offerings significantly increase the likelihood that students will have a positive experience at university and complete their studies. A UQ student residence that is interconnected with other proposed developments such as the UQ Student Hub and UQ Health and Recreation Centre creates the potential to give greater value for students, improve student outcomes and deliver a better student experience.

- *strategies to increase community access to university facilities*

UQ is committed to ensuring that all members of our local community feel welcome when they engage with The University and can benefit and enjoy from our world-class facilities and activities.

Our St. Lucia campus, 114 hectares on Brisbane River, is home to a variety of sporting facilities, museums, cafes and restaurants, walks, running paths, outdoor exercise equipment and our famous Jacaranda trees. There is a ParkRun held every Saturday along the riverfront running track and UQ hosts an annual community Twilight run. The [Master Plan](#) for the campus outlines a number of projects and initiatives specifically designed to create a more open campus for the local community. These include event spaces, barbecues, [educational playground](#), [community garden](#), public walks, food and beverage outlets, education programs and the opportunity to participate in research and knowledge sharing activities.

Our Gatton campus, located in the Lockyer Valley (87 km from Brisbane), is also a working farm, and sits against a backdrop of historical homesteads, clubs, parks and fields, sporting amenities, and community fruit and vegetable gardens.

Some more specific examples of facilities, services and activities enjoyed by the broader community are as follows:

- Our [UQ Sport](#) facility is the largest multi-sport complex in Queensland, including first-class athletics, aquatic, tennis and fitness centres – as well as more than 10 all-weather playing fields. UQ Sport delivers almost 400 diverse programs, for more than 4,000 members involved in 75+ sports and activities, 10 social sport options and 35 sporting clubs. Members of the public are welcome to become members of the gyms and sporting clubs. [UQ Sport Kids](#) nurtures budding champions in tennis, swimming, athletics, and a [Kids Club programs](#) is offered during school holidays.
- The University has an extensive calendar of public events throughout the year including festivals, lectures, conferences, exhibitions and cultural events. Some specific recent or upcoming examples include our UQ Open Day, participation in the [Brisbane Open House event](#), the [Bloom Festival](#), the [UQ NAIDOC Festival](#), participation in the [Bigsound Festival](#) and an extensive range of [public lectures](#)
- UQ also has [six museums](#) which range from art and anthropology to physics and biology. Entry to the public is free.
- Our 13 libraries are also open to the general public to access a range of collections, databases, artefacts and ebooks.

In collaboration with UQ, the Department of Education is also opening a new secondary school ([Inner City South State Secondary College – ICSSSC](#)) in 2021 in close proximity to UQ's St Lucia campus. Students at the school will have access to UQ's facilities ranging from sporting facilities through to our high-end laboratories and Library as well as our non-metropolitan assets such as the Gatton campus, Moreton Bay Research Station etc. The school's staff will also enjoy access to the UQ's campuses for their professional learning, in particular our [Science of Learning Research Centre](#).

- *strategies to increase aspirations and advice to school students on study options.*

UQ's Outreach Program includes a range of initiatives to engage both primary and secondary school students (and their teachers) with a focus on building aspirations and providing students with a better understanding of the study options that may be available to them upon the completion of secondary school. These aspiration building activities occur within schools and on-campus and include guided tours, in-school presentations and a wide selection of discipline specific activities and workshops. Examples include:

- The [Wonder of Science](#) program which immerses students from Years 5 to 9 in authentic STEM inquiry, includes school visits from Phd Students (Young Science Ambassadors) and provides professional learning for teachers.
- SPARQ-ed which is an educational facility established in collaboration with Queensland's Department of Education and Training to connect school communities with the medical research community.
- Learning experiences offered in-school to students studying Health and Physical Education by academics from the [School of Human Movement and Nutrition Sciences](#).
- [Robotics workshops](#) offered during school holidays

In 2018, UQ's Outreach Programs facilitated 16,402 student engagements for 9241 individuals across 563 activity bookings. UQ employs an average of 40 UQ student ambassadors to conduct in school and on campus widening participation activities as part of the Outreach program and these student ambassadors were involved in some capacity in almost all these activities.

UQ's collaboration with new [Inner City South State Secondary College](#) will also form a key part of the University's aspiration building initiatives. Students attending the school will form a special relationship with UQ given their proximity to both the St Lucia campus and UQ's partners in the adjacent Ecosciences precinct. Our joint expectation is that the selective entry cohort within the school will be high achieving students from lower socio-economic backgrounds attracted to the unique opportunities that this UQ/school collaboration will offer, particularly with a focus on excellence in STEMM.

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*

In order to better understand current and future industry needs, UQ regularly engages with industry. Industry Advisory Boards exist at course, program, School, and Faculty Level, providing an opportunity to garner feedback on the perceived quality of graduates in relation to industry expectations, the content of our curriculum and its relevance to industrial and societal needs, and to discuss ways to strengthen teaching and research links. Examples include, but are not limited to: [The Faculty of Business, Economics, and Law](#); the [School of Pharmacy](#); the [School of Architecture](#).

In the co-curricular space, Faculty Employability Teams work with discipline-specific clubs and societies to connect students with industry on a regular basis to foster an understanding of expectations in particular professions and sectors, as well as sharing professional development opportunities. Examples include the [UQ Economics Society](#), the [UQ Law Society](#), the [UQ Engineering Undergraduate Society](#), and the [Science Employability Week](#), which will be extended to be a university-wide showcase in 2020.

In the extracurricular and strategic space, UQ offers Career Development Learning (CDL) support for specific student cohorts including international students, [Indigenous](#) students, and students who experience [disadvantage](#) for a variety of reasons. The UQ Student Employability Centre has recently instigated a [Student Employability Advisory Board](#) consisting of students from a range of backgrounds and study areas. This Advisory board gives students a platform to provide constructive feedback on UQ-wide employability programs and allows students to identify where additional support may be required. This ensures that students are central to the decision-making processes around employability initiatives.

- *strategies for meeting labour market priorities at a local, regional and/or national level*

In addition to the activities outlined above, a range of discipline specific initiatives that deal with labour market priorities have been implemented across UQ. The provision of [Executive Education](#) enables UQ to provide tailored solutions and custom-designed courses for small businesses, through to large enterprises.

The Student Employability Centre recently partnered with the Faculty of Health and Behavioural Sciences to run an initial pilot to provide financial support to students participating in clinical placement activity in a Rural and/or Remote location or an overseas location. This was in response to the need to increase medical services in these areas and created a strong focus on the benefits of living and working in these areas, strengthening sustainability and expanding capacity.

The same Faculty also recently employed a [Director of Interprofessional Education](#) to lead the initiative to ensure that [Interprofessional Education](#) meets the changing needs and demands of health professions, which will necessarily respond to changing needs at local, regional, and national levels. Faculties and programs across UQ have industry advisory boards to ensure we are meeting labour market priorities.

Across UQ, digital literacy and technologies have been integrated into course requirements and learning outcomes to support transition to 'industry 4.0.' To support this, [resources have been developed](#) to empower staff to embed new technologies into their pedagogy and assessment, supported by online [digital literacy](#) modules for students.

In the extracurricular space, Career Development Learning Advisors consider talent pipeline and labour market trends when advising students throughout their career development journey.

- *strategies to address employability and graduate attribute skills gaps to ensure students are work-ready*

UQ's current Student Strategy and Strategic Plan affirm UQ's ongoing commitment to graduate employability, with a core goal in each being the creation of "game changing graduates – 'graduates with the knowledge, leadership skills and innovative mindset[s] to ... create agile careers' and to be able to 'compete for new and emerging roles...many of which they will create themselves'"

Underpinning UQ's student employability initiatives is a focus on experiential learning processes. This approach acknowledges that employability development is lifelong and focuses on developing graduates into individuals who can make a positive contribution and add value to organisations, the workforce, and the community.

Strategic funding has been invested to implement and operate an embedded collaborative support model that facilitates the delivery of employability related services (including Work Integrated Learning and Career Development Learning) that are discipline specific and industry relevant. This includes the provision of advice and guidance to future students and their advisors (parents, agents, peers) as well as current students and recent graduates. Data for 2018 show that 32% of UQ's coursework students enrolled in at least one work integrated learning course during the year.

Engaging in international experiences is a key contributor to enhanced employability and UQ has expanded the provision of short-term global employability experiences, to widen opportunities for all students. Participating in Short-term programs have significant lasting impact on students and research indicate that employers worldwide are likely to give extra credit in the recruitment process for international experiences. It also provides students with an international perspective valued in today's globally connected work environments.

UQ's Entrepreneurial ecosystem enables student participation in activities designed to develop an entrepreneurial mindset and assist students to pivot between current and emerging careers. Our [Ventures Program](#) addresses industry's need for building capacity for innovation within organisations, government priorities for the growth of small businesses start-ups, and supports the integration of new knowledge, technologies and business models. In the first half of 2019 alone, over 2,600 students participated in events or activities offered through Ventures. To date, we've supported over [150 startups](#) including [The Brisbane Tool Library](#) the [Vigo](#) platform for peer mentoring and [Qsevoris](#) who develop devices to bridge the gap between the sighted and visually impaired.

In 2020, UQ will offer new "flagship" courses co-created with students and industry focused on twenty-first century knowledge and skills that complement their disciplinary and professional expertise.

- *the application of these strategies to admissions and enrolments*

The Student Employability Centre also works in partnership with the domestic and international recruitment teams to provide consistent and targeted career advice to agents and guidance counselors, who in turn advise future students on course choices and options. This includes work with Schools, guidance counsellors, and international agents to identify and articulate the needs and expectations of industry, as well as flag key current labour market trends to aid decision making.

Faculty Employability Teams also work with local industry and partners to ensure that information about career expectations are current, feeding this information back through the wider Employability Community to ensure that all staff maintain currency in this space.

Within the co-curricular space, UQ works closely with student ambassadors, recent alumni, and clubs and societies to ensure that the student voice is present in the marketing, admissions, and enrolment spaces. This provides applicants and new students with real life experiences that inform their decision making. It also ensures that the most current information provided by industry regarding needs and expectations, gathered through advisory boards, can be made meaningful and impactful to future students.

- *how labour market strategies are taken into account in developing course offerings.*

Through the range of connections outlined above, UQ works with a holistic and interconnected range of stakeholders, taking a holistic approach to the development of courses, content, and delivery methods. This complex approach ensures that discipline specific needs, labour market trends, and future horizon scanning is at the core of course development, refresh, and review.

SEC+URITY MEASURES

In this section the University should refer to information on:

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

The University of Queensland's [Cyber Security Strategy](#) is framed around the the following key components:

- Optimised risk management
- Cyber security governance informed by best-practise
- Leveraging architecture to deliver secure IT systems and effective cohesion between technical security controls
- Development of a culture conducive to cyber security
- Collaboration will be used to improve the University's security capability while contributing to broader initiatives to reduce the impact of cyber threats.
- Leveraging UQ's [AusCERT](#) services to enhance cyber security capabilities. AusCert provides early detection, response and rectification services to state government departments, dozens of schools and the majority of the higher education sector.

As part of this strategy we are implementing a cyber security governance framework based on best practise frameworks including the "ASD Essential Eight" to provide a strong foundation for cyber security resilience. It has established an on-going programme of works for implementing and strengthening cyber security controls. A key element of this programme are activities to foster a positive cyber security culture at the University, including compulsory on-line training for staff that commenced in 2018. Internal and external audits are conducted regularly to assess compliance and risk. Penetration testing is conducted to identify vulnerabilities in critical applications to enable resolution.

The University of Queensland also has a developing cyber security operations capability to mitigate the impact of a cyber security breach including a dedicated team of security analysts and incident response plans and procedures. The University holds cyber security insurance.

The University of Queensland has currently implemented four of the essential eight mitigation strategies: Patch Applications; Patch Operating Systems; Restricting Administrative Privileges, and Daily Backups. An application white-listing strategy will be developed. Users are given warnings regarding macros received from the Internet via email. An email filter blocks any macros it detects as malicious. User application hardening is planned. Multi-factor authentication is currently being deployed to all University staff.

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

The University of Queensland is aware of its obligations under the Foreign Influence Transparency Scheme (FITS) and the Defence and Strategic Goods List, considers that it has complied with these obligations, and will continue to monitor these obligations.

We are actively addressing and managing the issue in three key ways:

- Through strong governance;
- the development of tools and procedures to identify potential vulnerabilities; and
- via external collaboration with the sector, the Department of Education and Australia's security agencies.

Governance

UQ's Governance and Risk Division provides leadership, strategic direction and management to enable effective and efficient governance and risk management supporting the University. The Division is responsible for development and management of the University's enterprise-wide governance, risk management and compliance frameworks; facilitating their adoption and providing assurance on their effectiveness. In collaboration with the University's Legal Services, this Division provided guidance on the implementation of the FITS legislation when it was first implemented.

More recently, the Governance and Risk Division have completed a risk assessment around research collaborations and foreign interference. Our existing controls to manage the risk include:

- Our [Export Controls Policy](#), our [Export Controls Advisory Sub-Committee](#) and a dedicated resource within the Office of Research Ethics to manage issues around export controls and autonomous sanctions.
- Processes to ensure that individuals associated with the University who (potentially) work with defence and strategic goods, technology and software are made aware of their compliance responsibilities and provided with the support necessary to enable their compliance.
- The Vice Chancellor sending out a UQ-wide management request to provide information to the Compliance Services team on any registrable activities when the FITS legislation was enacted.

Tools to identify potential vulnerabilities

The University is currently implementing a new policy and procedural framework for the disclosure and management of external interests. The project covers three domains: conflict of interest, secondary employment and sensitive research.

A 'disclosure of interest' on-line tool is currently being trialled, prompting all staff to make an annual disclosure, rather than relying on individuals to recognise a potential conflict and to initiate the process. A secondary employment register is in development – which will require academic staff to update their status every year, including all paid secondary employment activity (paid and unpaid) where an academic is using their specialised skills in an academic role at another university or organisation. Academics will also need to complete a register of sensitive research as defined by the Department of Defence, record any international collaboration involved in such research, and any defence funding.

These additional measures further strengthen UQ's ability to ensure that we are compliant with foreign interference legislation and that our research conducted is in line with Australia's interests.

External collaboration

The University recognises the need to remain and increase its vigilance going forward, and has welcomed the Federal Government's University Foreign Interference Taskforce (UFIT) to provide greater certainty around international research relationships. UQ Vice-Chancellor Peter Høj has been chosen by the Government to be a member of the steering group, as well as having been a Defence Ministerial appointment to the Strengthened Defence Export Controls Steering Group. The University's Chief Information Officer, Rob Moffatt, is also on the Cyber Security Working Group.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

DOM FROELISIT
Full name (please print)

GROUP MANAGER
Position

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



Signature

23/12/14
Date

In the presence of:

Drew Menzies-McKen
Witness (please print)

Branch Manager
Position or profession of witness (please print)


Signature

SIGNED for and on behalf of

UNIVERSITY

Professor Peter Høj AC
Full name (please print)

Vice-Chancellor and President
Position


Signature

In the presence of:

SUSAN PAMELA COX
Witness (please print)

EXECUTIVE ASSISTANT
Position or profession of witness (please print)


Signature