Australian Government

Department of Education

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

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

The University is incorporated under the University of Canberra Act 1989 of the Australian Capital Territory.

It is committed to serving the people of Canberra and the region through professional education and applied research.

The University has a civic, place-based identity and provides ideas, talent and solutions for the advancement of Canberra and our surrounding communities. Built on strong local support, we have emerged as a significant global player whose educational brand is respected across Australia and abroad.

The University of Canberra is ranked among top universities globally by both Times Higher Education (THE) and QS World University Rankings and appears in the 2019 THE rankings as one of the top 50 universities under the age of 50 years, and one of the top 50 universities in the Asia-Pacific.

The University of Canberra's Strategic Plan 2018-2022, *Distinctive by Design,* provides an ambitious blueprint to position the organisation as a sector-leading university for the professions, guided by the principles of entrepreneurship, innovation, equity and diversity.

The plan directs the University to continue to challenge the status quo in a relentless pursuit of original and better ways to teach, learn, research and add value. *Distinctive by Design* calls for a closer integration of education with mission-orientated research and entrepreneurship. The University will make authentic, experiential and entrepreneurial learning a distinctive feature of every student's experience, striving to national leadership in this field.

The plan outlines fives streams of interconnected strategic intent:

1. OUR PEOPLE – THE DRIVERS OF OUR SUCCESS

2. EXCEPTIONAL STUDENT EXPERIENCE AND WORLD-READY GRADUATES

3. EXCELLENCE AND INNOVATION THROUGH INTEGRATED TEACHING, RESEARCH AND ENTREPRENEURSHIP

4. LOCALLY ANCHORED GLOBAL-HUB OF LEARNING PARTNERSHIPS

5. THE EDUCATED LIFE – A LIFELONG LEARNING COMMUNITY

Free Speech and Academic Freedom

The University of Canberra values free speech and academic freedom and welcomes the report following the French review.

The University Executive and Council are currently considering the recommendations, including the Model Code.

The Council (through its Academic Board] has established a Working Group to work in collaboration with the Council, University Executive and other senior University management. The Working Group is likely to be able to report to the wider University community by early 2020.

The University is continuing its discussions on various aspects of the Review with the Universities Chancellors Group and Universities Australia.

TEACHING AND LEARNING

Priorities for teaching and learning

The University of Canberra aims to provide a transformative education experience for all students regardless of their background. We aspire to be a global leader in educating professionals for the future through innovative teaching and diverse modes of experiential learning. We seek to establish a 'students-as-partners' approach to learning and teaching. Through the continued roll-out of the University's Curriculum Review, we are improving the structure and coherence of our programs. We continue to expand opportunities for our students to participate in experiential and entrepreneurial learning. The University seeks to establish itself as a life-long career partner for our graduates and ensure that our graduates are well placed to take advantage of new opportunities in an evolving future workforce.

We do so through:
- Designing and delivering student learning and social activities that promote a sense of belonging, inclusivity and community in our students;
- Co-designing units and courses with major industry and professional partners;
- Reviewing the mode of delivery of units and courses so that we align with market needs;
- Integrating our teaching, research and entrepreneurship activities to deliver a more cohesive and impactful outcome for our students, partners and stakeholders;
- Strategically building teams that deliver outstanding performance in teaching, research, innovation and entrepreneurship; and
- Developing impactful partnerships with government, business and community groups, including opportunities afforded by the physical development of the campus.

The University's focus of priority for teaching and learning in 2020 includes development and implementation of:
- New and revised postgraduate courses delivered online, and an expanded suite of short-course and professional development opportunities.
- An Indigenisation of the Curriculum Framework, including development of a new Indigenous Graduate Attribute.
- A Work Integrated Learning Framework.

Ensuring quality in teaching and learning

The University is implementing a new Course Lifecycle Process covering the accreditation, review, re-accreditation and closure of courses. The process is data-driven and includes oversight by the University Academic Board. It has been developed in close alignment with the Higher Education Threshold Standards.

The University already has a highly developed online system for continuous and survey-based feedback from students on teaching. Dashboards provide up-to-date summary information to staff on this feedback. We are expanding these reporting tools, and also enhancing our feedback to students on what improvements have occurred as a result of student feedback.

We will be developing a new Peer Review of Teaching system to continue to improve the quality of teaching. Similarly, we are exploring benchmarking systems to monitor the quality of our assessment.

We continue to deliver professional development for our teaching staff. We have staff who are fellows of the Advance HE Academy in the United Kingdom and will continue to expand these fellows.

UNIVERSITY ADMISSIONS TRANSPARENCY

Selecting students for offers without an ATAR score, admissions process

The University carefully reviews, benchmarks and sets admission criteria to ensure that it is accessible to all potential students across society that have the academic capability to succeed.

For the school leaver cohort, ATAR remains the prominent basis used for admission. In addition to this, the University also operates a portfolio entry scheme for Arts and Design students and participates in the Schools Recommendation Scheme (SRS) for certain courses whereby the school makes a recommendation based on assessment of the following attributes:
- capacity for abstract thought and analysis;
- ability to organise ideas and articulate a position orally and in written form;
- ability to work and learn independently;
- motivation to achieve long-term goals;
- capacity for tertiary study.

A large component of the University's domestic student cohort is made up of non-school leavers. In addition to ATAR, the University also considers factors such as previous study as well as work and life experience. This approach ensures that a holistic assessment of a prospective student and their likelihood of success is considered when determining admission.

Full admissions criteria and outcomes are published in line with requirements of Admissions Transparency (see: https://www.canberra.edu.au/future-students/admissions-comparison-data) with admission determined based on the University's *Admissions Rules* and *Admission (for Undergraduate and Postgraduate Coursework Courses) Policy*.

Ensuring that students admitted without an ATAR are likely to succeed

The University's Admissions Committee, which is a sub-committee of the Academic Board, is primarily responsible for monitoring and reviewing outcomes of admission pathways. This includes both ATAR and non-ATAR pathways.

The Admissions Committee undertakes an annual review of student outcomes by admission pathway that considers factors such as student success and retention. These factors are benchmarked across admission pathway and against the sector as a whole.

Where necessary, strategies are developed to improve student outcomes. These may include adjustments to admissions criteria or to the operation of admissions pathways as well as enhancement to better tailor the support provided to support specific cohorts of students in order to assist them to succeed in their university study.

UNIVERSITY RETENTION STRATEGIES

Reducing non-completion

The University has introduced several measures in recent years to address non-completion:
- The appointment of a Student Retention Officer and a Manager Student Success.
- A comprehensive communication plan for engagement with students identified as 'at risk', including commencing students in their first semester of study.
- A pilot student mentor program being offered for the first time in 2020.
- Engagement with students who have disconnected with their studies but are close to completion.

- Significant investment in the Digital Student Journey project, which will provide students with a personalised digital experience providing them with the information they need to be successful in a timely manner.
- Offer a UC 'academic health check' for students who have failed a unit or are in high risk courses and units, to review their study plan and provide personalised advice and support for their studies.

Evaluation and follow-up with students who discontinue

An evaluation framework has been developed to analyse and refine these strategies over time. While it is too early to evaluate many of these initiatives, some examples of success include the following:
- Re-enrolment of 28 students in semester 2, 2019 who had disengaged with their studies and were within one semester of finishing their degree; and
- Re-enrolment of 20 students in semester 2, 2019 who would have been discontinued for non-enrolment without active engagement.

A UC Student Mentor Program pilot was delivered in semester 2 2019, which targeted support for Aboriginal and Torres Strait Islander students, regional, rural and remote students, and UC College transition students:
- Over 140 students applied to be Mentors, with 76 successful trained Mentors.
- Over 160 commencing students applied for a Mentor.
- All five faculties engaged in consultation, represented across the pool of Mentors.
- Key Support Services engaged in Mentor training program including Study Skills, Medical & Counselling, Careers UC, and the Ngunnawal Centre.

Outcome:
- Activities included Welcome events; Welcome meetings; targeted information, advice and guidance; and ongoing support.
- Over 75 students engaged across regional activities.
- Over 100 students engaged with end of term Transition Support event.
- All Support Services engaged in activities.
- This program will be extended in 2020.

An Alumni Mentor Program was developed and delivered with over 70 Alumni providing mentoring for UC Student Mentors.

RESEARCH AND RESEARCH TRAINING AND INNOVATION

Over the last ten years the University has grown its research endeavour, performance has lifted at a very strong pace and it is evident that high quality research and a stronger research culture is now embedded across most areas of the University.

The University of Canberra *Research & Innovation Plan 2018-2022* sets out a number of core goals and associated actions that underpin the University's strategic plan, *Distinctive by Design 2018 - 2022*. It includes indicators of success and key performance targets that can be used year on year to track improvement and progress towards the University's research and innovation – related objectives. Reaching these targets will see University of Canberra build on its achievements to date and be ranked in the top 50 young universities in the world within a decade.

The four goals of the *Research & Innovation Plan* are:

1. Deliver impact/benefit through strong industry-University partnerships and networks;
2. Deliver distinctive and high-quality research training to a diverse cohort of quality Higher Degree by Research candidates;
3. Support current areas of disciplinary excellence and develop emerging areas of excellence;
4. Build an entrepreneurial hub and culture on the UC campus to enhance innovation in research and training activities.

Strategic initiatives in 2020 continue to work towards this plan. Specific goals and activities in 2020 are listed below.

- By end 2019 implement the outcomes of the review of all University Research Institutes and Centres ensuring funding is targeted toward research excellence, building capability and delivering impact to society.

- By March 2020 have fully implemented online tools to enable academics and University executive to monitor individual and collective performance of academics, centres and institutes and alignment with institutional strategy.

- By end 2019 have in place an on-line tool to enable PhD candidates to capture and report on engagement with external partners and other impact metrics.

- Design and deliver the UC PhD Plus degree for 2021 enrolments. This degree will include industry-focussed coursework and work placements to provide students with a distinctive PhD experience focussing on entrepreneurship, innovation, and societal benefit.

- Implementation of an organisational opportunity management system (CRM) that enables transparency of communication throughout multiple layers of industry to assist in improving consistent, timely and knowledgeable collaboration and engagement with industry based stakeholders.

- Ensuring that both capacity and capability within the Innovation & Business Development portfolio enables efficient and effective facilitation in support of University of Canberra researchers endeavours to protect and commercialise their research

- eResearch Committee tasked with reviewing the sector by end 2020 to ensure best-practice strategies can be implemented as soon as practically possible.

EQUITY

The University of Canberra is pleased to be a university of choice for students from under-represented groups.

Improving Indigenous outcomes

The University established the Indigenous Australian Completions Taskforce (the Taskforce) as a sub-committee of the Reconciliation Action Plan (RAP) Champions Implementation Committee (RCIC), under the authority of the RAP 2018 – 2020. The duration of the Taskforce is 3 October 2018 to 31 December 2022, aligning with the University's current Strategic Plan.

The Taskforce has been convened to support a University-wide and holistic approach to support achievement of, or towards, some of the University strategic actions related to Aboriginal and Torres Strait Islander students. The concept of the Taskforce is that it is an action-based team, comprising of staff from across the University including Faculty Champions.

The overall goals of the Taskforce are to develop and monitor implementation of culturally appropriate practices, strategies and/or processes to address the specific needs of Aboriginal and Torres Strait Islander students, including future, pathway, undergraduate and postgraduate coursework, and higher degree by research students, that will lead to increased attraction, retention, progression and completion.

The Taskforce have implemented a project approach to support achievement of or towards specified strategic actions as detailed in University strategic plans:

- Aboriginal and Torres Strait Islander Strategic Plan 2017-2021
- Reconciliation Action Plan 2018-2020
- Students & Education Plan 2018-2022
- Student & Equity & Access Plan 2018-2022
- Deputy Vice-Chancellor Academic Operational Plan 2018-2021

An Executive Officer was appointed to the Taskforce, who provides project management support, including monitoring the progress of activities. A written and verbal project status updates are provided to each Taskforce meeting, with written reports provided to RCIC. The Executive Officer coordinates approval of relevant outcomes through the academic governance processes.

A research project that will contribute to the University's understanding of how to best support Aboriginal and Torres Strait Islander students on-time completions will be undertaken in 2020. Additionally, the research project will examine what attracts Aboriginal and Torres Strait Islander students to the University of Canberra.

Strategies for achieving equity

The University of Canberra *Student Equity and Access Plan 2018-2022* provides the framework for a university-wide approach to enabling the success of students from diverse backgrounds across the student lifecycle through the following five key strategies:
1. Change the narrative of diverse student success. A specialised communications campaign featuring stories of successful students from diverse backgrounds which aims to normalise help seeking in the face of financial, personal, physical, mental and other interrelated factors which impact on students' lives. In addition, the campaign advocates inclusive excellence, demonstrating how the University is enriched by its diversity.

2. Implement discipline-aligned outreach in partnership with disadvantaged schools and communities. The University aims to increase applications to tertiary/higher education providers from these schools and communities. Post-school transitions will be monitored to enable seamless transitions of students who apply to University of Canberra, and to inform continuous improvement of outreach initiatives.
3. Create exceptional student experiences and improve student success. A longitudinal analysis of student readiness for university will be undertaken. The University will improve the quality and impact of student support services by tailoring service offerings to student need to with the aim of maximising the attraction, retention and success of students from diverse backgrounds.
4. Provide individualised and proactive transition support. For students from low SES backgrounds, and those who have been identified as being at high risk of discontinuing their studies.
5. Achieve 100% embedded work integrated learning opportunities. The University aims to understand the challenges of the diverse student cohort and implement targeted interventions to ensure the accessibility of professional opportunities for all students.

Reducing unemployment in Canberra and the wider region

The University plans to:
- Develop a suite of domestic and international scholarships reflective of the strategic mission to better attract and retain students, including students from identified equity groups.
- Develop and implement a Regional Education Strategy, positioning University of Canberra as an institution that supports regional communities and offers educational choice to regional students.
- Develop active relationships with regional areas, specifically within Health and Education clinical/teaching courses. This may include requiring students to undertake placements outside of Canberra, including the ability for students to opt to undertake rural placements of their choice (eg Alice Springs). The University supports students to undertake these types of experiences financially through internal and externally funded grants (where possible/successful).
- Additional work has been undertaken to build relationships within the outlying regions of Canberra to allow businesses to offer internships and job opportunities for students, as a strategy to build awareness of working in regional areas amongst students.
- Programs for students experiencing difficulty finding work and building employability skills are run continuously throughout semester and include: Summer Skills Workshops, Casual job search, Preparing for your Internship, Interview Preparation and Resume development. These workshops are run for the general student population throughout the year, with one targeted workshop for Rural Students run in 2018/19 (Skill Up for Summer).
- The University is developing highly engaged partnerships between schools, industries, communities and the University through our outreach strategy to address the gap in provision of information and support regarding university study and prospective local careers.
- In collaboration with Careers UC, Widening Participation offers a Skill Up for Success program, aiming to provide students with the practical requirements to secure employment and to gain skills for casual jobs for income support while studying.

University of Canberra has partnered on a collaborative research project with UoW, UNSW, UTAS, ACU, and UTS to critically investigate best practise initiatives that relate to careers advice and successful approaches to productive industry engagement for low SES (including Aboriginal and Torres Strait Islander and regional, rural and remote) students. This project will guide careers advice provided to school and non-school leavers including the with application across the sector to ensure consistent and meaningful careers advice.

Student support for relocating students

Provision of a wide range of proactive transition and retention support with an emphasis on students from the following priority cohorts, including:
- Students who identify as Aboriginal and/or Torres Strait Islander
- Students with a disability
- Students from remote, regional and rural backgrounds
- Non ATAR students

- Humanitarian Visa students
- UC College students
- International Students

Additional student supports include:
- UC Student Mentor Program - provides intensive individualised support to commencing UC students through current UC student role models, who are university guides and mentors for commencing university students for the duration of their first semester.
- Student Support Pop-Up activities - weekly support pop-ups to engage regularly with students, increase students' sense of belonging, build campus life and connect to support services.
- Targeted communication - welcome letters sent to commencing students in key priority cohorts in the lead up to orientation week.
- Welcome appointments - all commencing students are offered the opportunity to meet with a support staff member to complete a health and wellbeing check in within their first 2 weeks.
- Targeted Orientation Sessions - delivered on Monday of O Week for specific cohorts. These activities will be delivered by support teams across the University and will assist students who are new to Canberra to navigate UC & campus life.
- Targeted events - including welcome sessions, social activities.
- Targeted programs to International Students – programs on nutrition, food safety and healthy eating; mental health awareness; and workshops tailored to employability and Australia workplace culture.

In addition to the Transition and Retention Support Programs, a number of scholarships are available to support the relocation of students to study at University of Canberra, including a minimum of 8 accommodation scholarships in the amount of $4,000 are provided through HEPPP funding to students from RRR backgrounds.

*Feedback is collected from student and staff participants to assess the impact, effectiveness and engagement levels of all activities.

Community access to university facilities

In 2020 University of Canberra will continue its approach to community access to university facilities and welcoming the general public on-campus. Examples include:

UC Hospital - The University of Canberra Hospital (UCH): Specialist Centre for Rehabilitation, Recovery and Research is situated on the north-western corner of the University of Canberra campus and is part of the ACT Government's Health Infrastructure Program. The 140-bed hospital, with an additional 75 day places and outpatient services, has been designed as the ACT's first dedicated sub-acute care facility. Operated by ACT Health, the UCH is a research and training facility, providing students with work-integrated learning opportunities and access to state-of-the-art educational spaces.

Icon Cancer Centre – The Icon Cancer Centre Canberra is located in the centre of the University of Canberra campus. This state-of-the-art treatment facility provides comprehensive cancer care, close to home, for the local community.

Health Hub – The Health Hub is a collaboration between the University of Canberra and Ochre Health and has been serving the community since 2014. The Hub includes a GP Superclinic as well as a pharmacy, pathology labs, radiology and other health-related services. The Hub also includes the University's student-led clinics in physiotherapy, dietetics, exercise physiology, clinical psychology and optometry.

U3A – The University of Canberra welcomes members of the University of the Third Age ACT (U3A) to the campus as part of the UC community.

NCACL – National Centre for Australian Children's Literature (NCACL) is one of many community organisations connected with the University campus in Bruce. Housed within the University of Canberra Library, the NCACL's mission is to collect, document and preserve Australian children books and literature. It aims to share the

collection with all Australians through outreach activities. In order to reach national and international audiences, resources are available online.

Sport at UC – The University of Canberra is a leading sport university, championing the link between sport and higher education. We recognise that a keen participation in sport can lead to a place at university and a career in sport, health and well-being. The University of Canberra campus in Bruce includes sporting facilities, providing for grassroots and elite level sport.

Conferences, concerts and events – University of Canberra venues are used throughout the year for conferences, concerts and community events.

Increasing aspirations and advice to school students

The University of Canberra provides study advice to high school students in the ACT and NSW through a range of school-based activity, including presentations and one-on-one course advice sessions (delivered in person and online). The University is particularly pleased to extend advice and outreach to those in equity groups.

University of Canberra is further developing a university-wide outreach strategy to **implement discipline-aligned outreach in partnership with disadvantaged schools and communities.** We aim to increase applications to tertiary/higher education providers from low-SES and regional and remote schools and communities. Post-school transitions will be monitored to enable seamless transitions of students who apply to the University, and to inform continuous improvement of outreach initiatives.

Funded by the Commonwealth Government's Higher Education Participation and Partnerships Program (HEPPP), **Aspire UC**, the University's flagship outreach program
incorporates the following initiatives:

- A **series of in-class sessions** delivered to students in years 7-11 from schools that meet the Aspire UC schools network criteria. Sessions are scaffolded and age-appropriate, comprising a general aspirations-raising session, a discipline-aligned workshop, and finally a goal setting/achievement workshop.
- *UC 4 Yourself* University Experience days offered to the schools participating in the in-class program. In addition, university familiarisation days to be offered in partnership with The Smith Family to financially disadvantaged students in 3 Canberra regions: Tuggeranong, Gungahlin and Belconnen
- **Intensive residential camps** offered to selected schools 3hrs or further from the Bruce campus
- **'Future Focus' online modules,** to increase the access and participation of schools not able to access face-to-face content delivery by the University of Canberra outreach team. Modules are readily accessible & freely available to all. Students, teachers, careers advisors and parents/carers are encouraged to undertake the Future Focus modules.
- **Aspire UC Professional Learning Forum** for teachers, careers advisors & leaders from partner schools co-presented by Widening Participation and the Faculty of Education
- **Australian Indigenous Mentoring Experience (AIME)** - Indigenous Australian school students are mentored by University of Canberra students. Across wider Canberra region, including Goulburn, Queanbeyan, Yass and Boorowa.
- **Yass Valley and Wreck Bay Communities** - community support and engagement, including NAIDOC week celebrations.

LABOUR MARKET OUTCOMES

Identifying skills gaps within the relevant student and business catchments

The University is in the process of implementing a Course Lifecyle Process, an end-to-end process for course development from ideation through to delivery, and monitoring, review and improvement. One key stage in the Course Lifecycle Process is the Market Assessment and Development of a Business Case, which is based on industry input and market research.

Skills gaps are identified through environmental scans and research as part of course initiation, market assessment and development of a business case.

The University has recently commenced development of an enhanced strategy to align its education with government and industry needs in the Capital Region. This is expecting to be completed in early 2020. Over time, this strategy will result in closer partnerships with key institutions and companies aimed at delivering graduates with required skills in areas of employment gaps.

Labour market priorities

New programs have been developed alongside industry to support skills shortages, including longer Internships, whereby students are working alongside industry for a whole semester.

The University supports initiatives from staff to build students employability. Examples include Global Employability Program (language and Australian workplace culture development for international students); International Internships (students undertaking internships abroad to build global employability skills).

The University has developed a Work Integrated Learning (WIL) Framework, which is currently undergoing the governance approval process. The WIL Framework applies to all UC courses, and includes dimensions of quality for WIL. The WIL Program is implemented through the UC WIL Partnership Model. This model encompasses the concept of responsible co-ownership, which is considered fundamental to assuring quality WIL. Stakeholder responsibilities are inter-related, with the shared goal of ensuring the quality dimensions of WIL are embedded into learning.

Evaluation of the UC WIL Program includes the following:
- Evaluation of WIL experiences, from a student, and industry perspective;
- Evaluation of the quality dimensions for WIL; and
- Evaluation of the WIL Framework.

It is intended that the outcomes of the evaluation of WIL experiences are aligned with the evaluation of the quality dimensions for WIL.

Addressing employability and graduate attribute skills gaps

Students participate in a professional practice unit, at least once throughout their degree, providing them with the ability to address and reflect upon their own employability skills development. Careers UC works hand in hand with Faculties on the delivery of the professional practice stream of units, ensuring students have the required information to build their knowledge and employability skills.

Internship units include a similar approach to general job applications for students. This is intentional and ensures students are well equipped to navigate the job search phase of their careers upon completion of university. Students utilise the same system for their internship applications, as they do for general job searches, and can easily access Careers support for applications.

Employability and graduate attributes skills gaps are closed by Careers Education. Careers Education assists students to identify and articulate the extent/depth of their skills; to measure them against industry standards; to identify opportunities for skills development; and to bridge skills gaps by investing in those opportunities. Outcomes from this strategy have revealed a low uptake, and it is considered this would be more effective within curricula rather than as a standalone strategy.

The Graduate Attributes Policy is scheduled for review in January 2020. As part of this review, concepts from Careers Education will be embedded into curricula.

Careers advice and job services are available to students one year after Graduation, ensuring students can gain advice and assistance upon exiting university and entering the world of work.

Job on Campus: developing our own students with our own jobs. Short term/casual and part time roles are offered to students first, using Careers UC to assist students apply and be successful with their career. Having this program allows students to manage study and work requirements, given the flexibility of the University and the location for students to be able to work and study in one physical location.

Development and application of employability skills and knowledge is embedded into the dimensions of authenticity, integration with the curriculum, and assessment through the WIL Framework.

Application of these strategies to admissions and enrolments

Course information is available to prospective students through the course search function on the University website. This includes specific information related to the occupation, admission, course requirements including work integrated learning, study patterns, unit delivery modes and fees. Access to course learning outcomes and graduate qualities is provided.

Labour market and developing course offerings

The University is in the process of implementing a Course Lifecyle Process, an end-to-end process for course development from ideation through to delivery, and monitoring, review and improvement. One key stage in the Course Lifecycle Process is the Market Assessment and Development of a Business Case, which is based on industry input and market research.

Employers and Careers professionals provide input to the Course Lifecycle Process through Course Advisory Groups. Labour market strategies are taken into account as part of market assessment and development of the business case.

SECURITY MEASURES

Cyber security

The University of Canberra has a robust cybersecurity strategy that promotes resilience and a security-first culture. This includes on-going vulnerability management and awareness training program.

The University has a defined cybersecurity incidence response plan that feeds into the university-wide Critical Incidence Management Team.

The University of Canberra 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 Canberra has mapped its mitigation strategy against ACSC Essential Eight maturity model. The University is actively making investment to improve our maturity level across the Essential Eight maturity model.

Foreign Influence Transparency Scheme (FITS)

The University has reviewed and identified a number of key areas across its business, academic and research groups where processes and systems require amendment to ensure FITS Act compliance.

These key areas include research, student clubs and partnerships.

Compliance measures have been incorporated into University rules and procedures and the University has increased its relevant due diligence and FITs compliance functions.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom Pnausit

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 Deep Saini
Vice Chancellor & President

Full name (please print)

Professor Deep Saini
Vice Chancellor & President

Position

[signature]

Signature

In the presence of:

Sharon Da Silva

Witness (please print)

Executive Support Officer

Position or profession of witness (please print)

[signature]

Signature