



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

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

Our primary focus over the term of this Compact, including values and aspirations and how we can best serve the interests of students, staff and key stakeholders

Over the term of this Compact, we will be working to begin to implement the strategy outlined in our University of Tasmania Strategic Plan 2019-2024, released in July of 2019. Our mission is two-fold: as the only University in the State, it is a place-based mission to serve our State and its people; and equally, it is to progress in a sustainable way, socially, economically and culturally. We will focus on nurturing the distinctiveness and success of each region of Tasmania and will work to make a positive impact on the state of Tasmania and beyond.

Since releasing our Strategic Plan in July of 2019, we have begun the implementation phase of our Strategy. Over the next year, we will be focusing on embedding a strong and regular reporting framework throughout the institution to track the progress and impact of our strategies, with a cascading set of key performance indicators mapped to each priority area: Student Success, Our People, Research Impact, Financial Sustainability, Environmental Sustainability and Our Community. Major initiatives we are working to implement in the short term include: course and unit consolidation; revenue generation, the development of our Northern campuses and the initiatives related to our people strategy. These will enable us to operate more sustainably and in a more people-centric way.

How the university has responded to the French Review recommendations to adopt the Model Code on free speech and academic freedom

The University of Tasmania was engaged in the consultation process and made a submission to the Hon Mr. Robert French AC in response to the Discussion Paper for the Draft Model Code. Following release of the Independent Review of Freedom of Speech in Australian Higher Education Providers and Model Code, a review of our policies and procedures indicated no direct conflict with existing University policies. However, we did identify policies that would likely require revision to reflect the Model Code's principles. On 21 June 2019, Council received the French Review of Freedom of Speech in Higher Education Providers paper and endorsed the principles of the draft Model Code with the final Model Code to be provided to Council for approval at a future meeting. Further action is pending, awaiting the outcome of a process of consultation underway between the University Chancellors Council and Hon Mr. Robert French AC regarding the implementation of the Review recommendations. This is to specifically differentiate between people invited by members of the University and people seeking the University as a venue. University Council has been kept apprised

of these developments with a further update to Council later this month arising from the most recent meeting of the University Chancellors Council.

TEACHING AND LEARNING

Objectives and priorities for teaching and learning and strategies to ensure quality

We are focused on expanding access to educational opportunity across the State. We will do this by:

- Developing a curriculum framework to support offerings that are highly distinctive because of what we teach, where we teach and how we teach
- Increasing regional access through a regionally networked model and improving levels of digital literacy and course delivery;
- Broadening our offerings and delivering more flexibly to accommodate the lives of our students;
- Addressing barriers to participation in higher education in regional communities with targeted, evidence-led programs;
- Building the skills and expertise in leadership, people management, performance management and learning and teaching so that our academic community flourishes as outlined in College and Divisional strategic plans.

UNIVERSITY ADMISSIONS TRANSPARENCY

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

The University recognises that an ATAR is just one method by which applicants may enter a course. The Tasmanian secondary school system, especially in years 11 and 12, is unique in the country and so our General Entry Requirements (and any higher course-specific requirements) can be met through a number of avenues:

- Completion of TAFE/VET studies;
- Work/life experience and demonstrated skills to succeed;
- Previous success at tertiary study; and
- A concessional entry scheme for Year 12 students, which considers a combination of evidence based on their senior secondary subjects plus supporting evidence.

The options for admission are outlined on our Admissions Requirements website.

<https://www.utas.edu.au/admissions/undergraduate/admission-requirements>

In addition, the University provides a range of Diploma and Associate Degree pathway options for students who fall just short of the required standard for entry to a Bachelor level program, as well as foundation programs designed for applicants who need to meet specified prerequisites (such as Maths or Chemistry).

The University is also undertaking an Admissions Transparency Uplift Project to ensure that all the University's undergraduate admissions information, including all course-specific information, is published, in line with regulatory requirements and sector good practice. The Project is guided by the [Admissions Transparency Checklist](#) developed by TEQSA.

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

The University monitors the performance of all students admitted to courses through an annual course report process. This process draws on data that is held in the University's data warehouse and includes success, retention and outcomes of evaluation surveys. Data from the warehouse also informs, on a

predictive basis, targeted 'Students At Risk' outreach campaigns. This model utilises students' demographic data (age, campus, citizenship, etc.) and previous GPA, to provide the Student Success and Retention Team (SSRT) with an actionable list of students identified as at a high risk of attrition. We achieve this by applying machine learning algorithms from past student records and returning a ranking assigned to students as a recommendation of the student contact order. Our current prediction accuracies are ~70% for the non-subset, non-filtered set of data relating to student's information, with a limited feature set {enrol year, major course, campus, citizenship, course mode, commence date, EFT}.

A program of work is underway to populate the data warehouse with detailed qualification data captured at the point of admission. This will allow us to drill down into qualifications of particular types and origins, providing a more detailed analysis of cohort performance.

UNIVERSITY RETENTION STRATEGIES

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

The University has revised its Retention and Success Strategy in alignment with the [University of Tasmania Strategic Plan 2019-2024](#) and our Students At Risk predictive analytics. It offers a full suite of support services to assist students who are having difficulties in these areas e.g., <https://www.utas.edu.au/students/resources>. The strategy has four pillars, guided by the 2017 Higher Education Standards Panel Report:

- Provide an effective experience for students across all transition points of the student lifecycle
- Ensure proactive and timely communication and advice to students, including early detection and intervention for students at risk
- Enhance the quality of the learning experience and learner engagement
- Increase student engagement and quality interactions with peers, staff and the university experience

University data indicates that students consider leaving for five main reasons: health and stress, study/life balance, workload difficulties, paid work responsibilities, and the need to undertake paid work. The strategy places strong focus on the critical importance of business intelligence to identify factors that impact retention and is cognisant of the different drivers of, and specific strategies required to, reduce attrition for diverse cohorts including regional and remote, mature age and online learners.

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

Evaluation and monitoring progress against targets of strategies occurs at an institutional, course and cohort level through the business intelligence systems and governance reporting framework. Evaluation of specific retention initiatives and programs are regularly undertaken to assess impact on student outcomes and inform continuous improvement. The University uses an in-house survey called *eVALUate* for gathering and reporting student feedback on learning experiences. Students are invited to complete online surveys at coursework unit level and a survey that asks students to give feedback to individual teaching staff on their learning experience. This feedback allows teaching staff to revise current teaching practices and make changes for future students. More broadly, we track the progress of our strategies across all key areas and participate in the Graduate Outcome Survey (GOS) and Student Experience Survey (SES) in order to refine our initiatives and better improve our outcomes

RESEARCH AND RESEARCH TRAINING AND INNOVATION

Research impact and excellence, underpinned by research quality and integrity, is defined in the context of the University's mission. A summary of key strategies are listed below with further detail provided in the Research Division Strategies within the [University of Tasmania Strategic Plan 2019-2024](#).

Research performance is analysed, evaluated and reported internally to key University and College academic and management committees on a monthly basis. The University reports to national performance assessments such as Excellence in Research for Australia (ERA), Engagement & Impact (E&I) and Higher Education Research Data Collection (HERDC) reporting. The University has completed a detailed exercise to identify the right key performance indicators (KPIs) for research both operationally and strategically to guide our performance. Moving forward we will be tracking and reporting trends in relation to the following:

- number, success rate and size of research grant applications by grant category
- proportion of academic staff applying for research grants
- number of research contracts and consultancies
- volume of research income received, and
- HDR candidates (commencement, completions, withdrawals, over-time completions)

Strategies to ensure excellence in research and the strengthening of research capability

The University holds a privileged position as the principal provider of research and development in Tasmania and will harness our interdisciplinary research strengths and build our research capability to deliver place-based, regionally inspired and globally connected research by:

- Prioritising and building new domains of quality disciplinary and interdisciplinary research
- Developing College-based research output strategies to increase the quality and impact of research outputs
- Developing an overarching Academic Development Framework to support the development and education of researchers and research leadership and improved research productivity and the quality of our outputs
- Fostering multidisciplinary Indigenous research and Indigenous research relationships shaped by Indigenous perspectives and methodologies and give effect to a sustained rise in the initiation and funding of Indigenous related research projects led by University of Tasmania researchers, and
- Working towards the strategic integration of institutional research infrastructure across the University to support and sustain our research excellence, and our distinctive and competitive capabilities as well as meeting regional needs, supported by a 20-year research infrastructure plan.

[The University is also developing](#) systems, strategic guidance, and training to move from a compliance model of research integrity and quality to one based on demonstrated research excellence and the values of our people. The University's commitment to promoting a culture of research integrity and excellence is underpinned by our research ethics committees, College-based [Research Integrity Advisors](#) and the recently revised [Responsible Conduct of Research policy](#).

Strategies to provide high-quality research training, including measures to encourage PhD industry placements

The University provides high-quality research education and experience in a world class research environment. Research training programs are designed to develop core research skills, knowledge and capability under the guidance of expert supervisors as well as transferable research skills needed to build and progress research careers through our [researcher development program](#). All HDR candidates are concurrently enrolled in a relevant [program of coursework](#) designed to provide a

range of training activities and career development opportunities that assist in developing high-level research, communication and management skills.

To ensure the research training offered by the University best serves the future interests of candidates, academia, industry and society, the University is undertaking a comprehensive review of the UTAS PhD in the context of our Strategic Plan and with reference to the recommendations of the Australian Council of Learned Academies Review of the Research Training System and National Innovation and Science Agenda.

The University provides PhD candidates with numerous opportunities for industry engagement through our seven [ARC Industrial Transformation Research Hubs and Training Centres](#) and our industry connected research programs especially in the disciplines of Health, Marine and Antarctic Studies, Maritime Engineering and Earth Sciences. To enhance our existing engagement and build engagement in other disciplines, the University is developing an industry engagement training package to build researchers and research candidates capability.

The success of these strategies will be measured by:

- Increased HDR commencements and completions and student satisfaction ratings in PREQ surveys, and reduced HDR attrition
- Increased proportion of PhD students engaged with industry via industry placements, or working on industry relevant projects, or participating in [APR.Intern](#) opportunities.

Strategies to encourage research translation and commercialisation, including collaboration and engagement with industry and other end users

Translating our research to impact is core to the University's place-based mission. Over the long-term, the University has set as specific KPIs a commitment to becoming an enabler of industry, a creator of new enterprises, and to deliver research outcomes that meet community expectations across the regions of Tasmania. To achieve these goals the University will:

- Build capacity for translating our research to impact through strategic partnering, commercialisation, enterprise creation and entrepreneurship and developing industry engagement capability among researchers, and
- Develop a University-level *Entrepreneurship & New Enterprise Strategy* to provide a framework for the University's role in supporting and engaging in new venture creation activities.

The success of these strategies will be measured by increases in:

- Research, commercialisation and enterprise-related revenue in areas linked to our place and those areas of excellence where we have a global impact
- The number and value of new enterprises and number of new jobs, and
- The number and value of research grants we undertake from and with industry.

Strategies to promote open access to research publications and data

The University is committed to increasing the volume of data records in open access repositories and the number of outputs that are open access, as articulated in the [Open Access Policy](#) to:

- Mandate the deposit of research outputs for open distribution via the Institutional Open Access Repository, or an equivalent, discipline-based open access repository
- Support knowledge creation through free dissemination of scholarly work, embedding Green Open Access publishing into standard University practice, and
- Increase the value of research undertaken at the University through expanded visibility and accessibility of the research outputs and extend the international influence and impact of the University through its research outputs.

To build on this commitment, the University has developed a new [Research Data Management Portal](#) to provide storage and discoverability of research datasets based on the FAIR (findable, accessible, interoperable, and reusable) principles.

In addition, an Open Access Research Outputs and Data Strategy is being developed along with supporting resources to facilitate broad dissemination of research, maximising the utilisation of our research and research outputs to achieve impact.

EQUITY

The University of Tasmania plays a fundamental role in shaping the social, cultural and economic future of the State, working in partnership with communities, government and industry. We are very much committed to creating a prosperous, inclusive and sustainable future for the Island. Our intrinsically important mission is place-based, where we do things for Tasmania, and from Tasmania to the world.

Strategies for improving Indigenous outcomes and related targets

The University has put in place an [Aboriginal Engagement Strategy](#) which outlines strategic goals, performance indicators and strategic actions across the areas of Undergraduate Students, Learning and Teaching, Research, Research Higher Degrees, Community and Governance. The current Plan ends in 2020 and we intend to build upon the ongoing initiatives across the institution, led by the Office of the Pro Vice-Chancellor Aboriginal Research and Leadership, and develop the next whole of University Strategic Plan for Aboriginal Engagement 2021-2024. The new Plan will transform, at all levels, the University's engagement with Aboriginal Tasmania and bring explicit Aboriginal perspectives to our learning and teaching, research, governance and community engagement.

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

The University has a distinctive mission to provide regional and accessible offerings and recent senior appointments of Pro Vice-Chancellors, Launceston and Burnie, reflect a strong university presence in regions to improve economic and social futures, and for the ease of access to education for regional communities. The University has strategies in place to provide greater access and aspiration to higher education including support for a regional study hub on the West Coast and the subsequent West Coast Education Project. The Children's University Tasmania program has also been extended to 10 schools on the North-West Coast supported by the Tasmanian Community Fund, and UniHubs were established at Newstead and Claremont Colleges in 2018, providing guidance and support for students transitioning to university. The University is focused on developing a 5-year Access and Equity Plan prioritising high impact activities to increase the number and diversity of those entering University through pathway courses; including targeting major evidence-based interventions for improved participation, utilising ISSP and HEPPP funding. The University also prioritises the support of students studying with a disability and with health conditions, recognising their contribution to the University community in **broadening our understanding and appreciation for the contributions of each individual**. Approximately 6% of our students are offered comprehensive support [services](#) ranging from Learning Access Plans, Alternative Exam Arrangements and specialist employment services. The University prioritises the preparedness of students as they embark on their studies and ensures that students with a disability or with health conditions are provided with the appropriate support they require. [Disability Services](#) provide leadership and guidance regarding accommodations and access supported by a collaborative relationship among all members of the university community.

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

In addition to the above, the University College (UC), as outlined in the [University of Tasmania Strategic Plan 2019-2024](#), was established in 2017 to provide a diverse and distinctive portfolio of courses with multiple entry and exit points, and pathways. The UC operates under principles of employability, support, flexibility and excellence. Its aim is to open up the growing and prosperous part of the Tasmanian economy to people who may not previously have been able to access this. The UC, and the University in general, has a strong commitment to regional Tasmania, social inclusion and

the creation of work-ready graduates. The University also operates a West Coast Learning Hub to cater to a specific, and relatively more isolated, region of Tasmania.

The Northern Transformation Program operates under a tri-partite funding model, with contributions from the Commonwealth Government (\$150M) State Government (\$75M) and the University of Tasmania (\$75M). The University continues to progress the completion of the designated milestones, as outlined in the Grant deeds for this funding. The Northern Transformation Program (NTP) is structured into three main clusters of activity:

- **West Park** - The West Park project has achieved a key milestone of the approval of the 100% design development for stage one of the campus building. An initial package of works will be released in late October with the level of construction to increase throughout 2020. Although the development schedule is tight it is anticipated that the new campus will be ready for Semester 2, 2021.

A commitment by the NTP to foster deeper levels of engagement and improved relationships with the Burnie City Council and Office of the Co-Ordinator General is resulting in improved outcomes. For example, the program has worked collaboratively with the State Government, TASRAIL and the Burnie City Council to achieve Minister Fergusson's agreement to sponsor the removal of the non-operational rail corridor that traverses the West Park precinct from the Tasmanian Rail Network.

- **Inveresk** - The Library and Student Services building Development Application (DA) has been agreed by the Launceston City Council. The development application (DA) for the footbridge connecting the Inveresk Precinct to Willis St has completed its public consultation period with a report to council now under development.

The program's intensity will increase in late 2019, as the team prepares to go to market for the appointment of a building contractor for the Library and Student Experience building with commencement of works by mid-year. The program will also be heavily focussed on the preparation of the designs of the learning, teaching and research buildings at Inveresk and Willis Street sites respectively. The designs will be developed simultaneously, with the submission of the first DA for the Inveresk building in June 2020 followed by the Willis Street DA to be submitted by December 2020.

- **Newnham** - The program is using a suitably qualified external urban planning consultancy to support for the development of the Newnham master plan and expert advice on the demand for the highest and best use for the site. The first milestone of this engagement will be delivered by December 2019 in the form of a draft master plan for consideration by the University and State Government. This is a collaborative body of work that will formulate a master plan for the site which must be approved by the State Government before subdivision and land transfers can occur and most importantly to allow the education covenant to be lifted from the titles. The State Government wishes to negotiate a change to the Deeds to reflect a change in the area of land that the State wishes to retain once the subdivision is complete.

In support of these campus developments, the University is progressing the revision of the Curriculum and Academic Operating Model for both West Park and Inveresk. This includes the development of a more 'place-based' offering reflecting the respective strengths of those regions. With our commercial and industrial strengths in these areas, we are working to provide a curriculum that equips youth with the skills they will need for the workforce, optimising the employment of that workforce with the aim of reducing unemployment. To achieve the optimal educational outcomes we all desire, the University continues to work closely with the State Government. We are meeting the milestones and approach outlaid in the deeds and acknowledge the contribution the Government makes in aim of lifting Year 12 completion rates.

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

The University is committed to providing a quality and nuanced welcome and transition experience for all commencing students, including targeted initiatives for cohorts which may be relocating from around the globe, from other parts of Australia or intrastate. Our approach includes a schedule of

pre-engagement orientation communications; and a comprehensive orientation program, with specialised sessions available.

The *schedule of pre-engagement welcome and orientation communications* commences for students at the point of acceptance to guide them through next steps, and importantly also introduces them to the unique attributes of the place and community they will be joining, and introduces them to support, services and opportunities to engage in University life which will be available to them on arrival. There are additional communications and engagement which targets students who will be coming to join the University [Student Living](#) Communities.

The *orientation program* for all students helps to transition them into the College and broader university environment. Additional specialised sessions for cohorts such as international students complement the general sessions. The Student Success team (trained peer leaders) provide welcome and wellbeing check-in campaigns with commencing students who are relocating early in the semester to ensure they have settled into their studies and community, to assist with any issues or to make appropriate referrals as needed.

Student Living and [UTASLife](#) complement the formal orientation program with a range of welcome activities, including airport pick-ups, on campus and off-campus engagement activities and events that assist students to connect and develop a sense of belonging to their residential, University and broader community.

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

The University has strategies in place to ensure that Tasmanian school leavers understand the differentiated high-quality offerings that are unique to Tasmania across our regions. We are developing a Schools Engagement Framework that focuses activities on developmental stages and key transition points of students in schools and provides clarity within the University regarding the Institutional approach. We are working to strengthen our relationships with schools by ensuring a single point of contact for schools, creating accurate data capture and reporting and by bringing our data together to develop a nuanced suite of activity per school for years 9-12.

In addition, [the Peter Underwood Centre for Educational Attainment](#) was launched in 2015 as a partnership between the University of Tasmania and the Tasmanian Government in association with the Office of the Governor of Tasmania. Its vision is for: *All young Tasmanians to flourish through the transformative power of learning*. There have also been 2 school-based University hubs where UTAS staff have spent one day a week on-site at senior secondary colleges with traditionally low enrolment at university. This program aims to build aspiration, knowledge of options and familiarity with the university.

Strategies to increase community access to university facilities

We provide access to university facilities through the educational initiatives we provide across the state and through our extensive engagement with the community.

Educational initiatives include:

- The Peter Underwood Centre facilitates engagement of primary and high school students and their families with University facilities through the Children's University Program through campus visits and activities, and on-site graduation ceremonies. The A-Lab program provides a program of visitation and outreach or equipment to primary, secondary, senior secondary and other community groups. The focus is on the use of the technology in the A-Lab for creative and engaging learning experience. The outreach program includes rural and regional areas of Tasmania. The A-Lab space is also utilised by general community stakeholders such as Hobart City Council; associated NGOs.
- The University Connections Program and the High Achiever programs offer senior secondary students across the state an opportunity to taste university study as part of their TCE program

- The University has regional community study hubs in place, such as that recently opened at Zeehan on the West Coast
- We have procured a Mobile Integrated Learning and Engagement (MILE) vehicle to take University experiences to regional areas

Community engagement initiatives include:

- Hosting of Open Days, alumni events and public lectures
- Publicly available access to alumni publications, eNewsletters and digital access to alumni events and public lectures via website and podcasts
- Securing philanthropic support locally, nationally and internationally to widen access to education for all Tasmanians
- Progressing the Northern Transformation Program (Commonwealth Government \$150M, State Government \$75M and the University of Tasmania \$75M) and the Southern Future move to locate the core campuses in the CBD of these cities to improve 'visibility', accessibility and opportunity to university education
- Establishment of a public plaza at the recently constructed University Hobart Apartments complex in the CBD, with a community garden being established in the coming months.
- Facilitating a Commonwealth-funded Tax Clinic staffed by volunteers that provide free advice to students and the public
- Providing and/or supporting on-campus services that are open to the public, including UniGym, cafés and childcare centres
- Working with the State and charitable organisations to make available unused University accommodation properties to help address the current social housing crisis
- Making nominated university facilities available for public use through a formal Venue Hire service
- A partnership with the State to development the new Hedberg creative industries and performing arts facility that includes development of communal spaces with the adjoining historic Theatre Royal to improve public use of the Theatre
- Engaging with third parties to support the use of University facilities for public events, e.g. Dark MOFO, MONA FOMA, Architects Institute Open House Program, Hobiennale arts festival and The Gloaming film production
- Providing rehearsal and storage facilities for community bands

To address equity internally, we want to **develop a workforce that champions equity**. We are focused on:

- Creating a diverse and equitable workforce that is reflective of our current and prospective students through implementation of our People Strategy. This strategy sets out key initiatives and targets including in relation to increasing Aboriginal and Torres Strait Islander and female participation.
- Continuously developing our people to be able to support improved student outcomes, such as on-site support for students in student accommodation, introducing additional support in student wellbeing, planning staff needs for our new campus locations in Tasmania

LABOUR MARKET OUTCOMES

Strategies for identifying skills gaps within the relevant student and business catchments

The University of Tasmania has built-up its understanding of Tasmania's needs through in-depth analysis of its student data in conjunction with Tasmania's population forecast and developed the Student Profile Model, which provides a consolidated view of the University's future student population inclusive of their curriculum. The Student Profile Model in combination with the labour

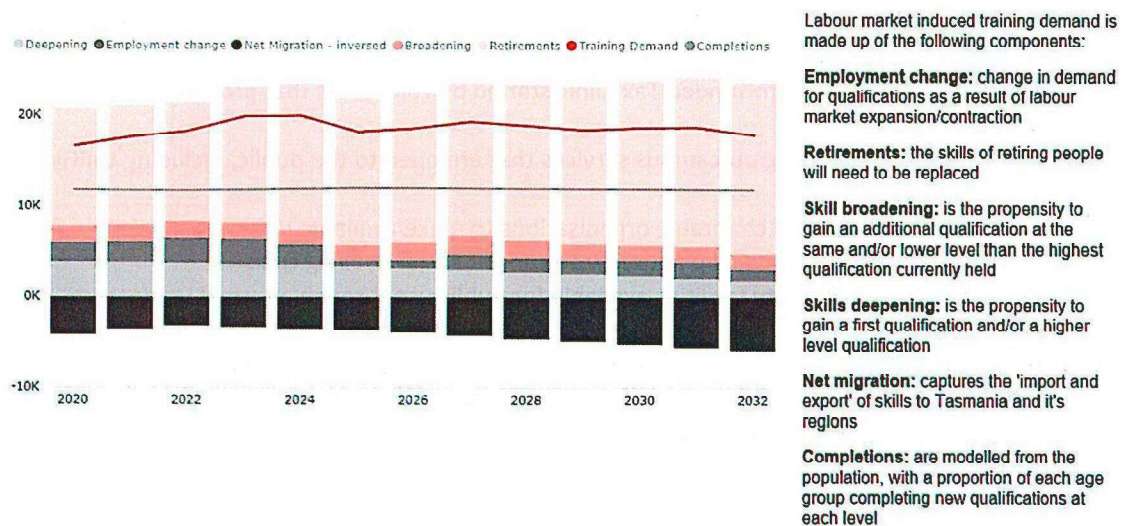
market induced training forecast and other reports that have been commissioned in the past, such as the Phillips KPA analysis, Wells Advisory, and Sensing Value (Northern Tasmania) are enabling the University to identify skills gaps systematically.

The University similarly make use of key industry/workforce and skill trends reports and has a market research team engaged to undertake market analysis and inform course and curriculum design. The University fosters strong relationships with key industry associations/bodies, Government, the corporate sector and SMEs to assist in our demand-driven, supply-informed approach.

Strategies for meeting labour market priorities at a local, regional and/or national level

The University has recently completed the development of a labour market induced training demand forecasting tool. The tool enables the University to identify potential qualification gaps at a SA4 and State level. This information will allow the University to make evidence-based decisions when developing new course offerings tailored to Tasmania's labour market priorities.

Drivers of labour induced training demand 2020 - 2032



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

The University's commitment to ensuring our graduates are work-ready with the skills to succeed in a modern economy has been embedded in the [University of Tasmania Strategic Plan 2019-2024](#) in the form of the following internal indicators, that will be measured on an ongoing basis to track our progress:

- Maintaining the results of the Graduate Outcomes Survey above the national average;
- Improving the student experience of our students, measured by the Quality Indicators for Learning and Teaching (QILT) Learner Engagement Scale so they are in line with the national average;

The application of these strategies to admissions and enrolments

The University strives to create curricula that offer the best learning experiences and job prospects for our graduates, ensuring their high employability in local and global markets. Along with industry connections, University courses are also developed in collaboration with the government bodies, placing our highly skilled graduates in high demand across the globe. The University has established a number of specialised Institutes and Colleges to attract even more local and global applicants through AMC, IMAS, Menzies and Graduate Research. In addition, the University has established specialist degree programs within the University College that focus on industry-linked curriculum offering

authentic, hands-on experiences for applicants and students, creating graduates with practical experience who are work-force ready.

The University actively analyses market needs and creates business partnerships with relevant industry providers, for example, Maritime, Hospitality, Small Business, Agribusiness, Design, Science, Health and Technology. The admissions and enrolment analytics and planning processes are supported by the Business Intelligence (BI) system that has a number of key models that can assist in enhancing admissions planning and monitoring processes:

- A **Student Profile Model** which was developed with Deloitte and integrated into BI. It provides insights into Tasmanian population growth, age structure and higher education attainment, volume of intrastate / interstate / international students, and volume of mature age vs school leavers.
- A **Load and Revenue Model** which was developed in collaboration with Financial Services for UTAS' load and admissions planning for budgeting and forecasting purposes.
- An **Applicant Planning Model** designed to predict the number of applicants required to support EFTSL targets set in the Load and Revenue Model.

The University offers a wide range of flexible online learning options, including a comprehensive admissions and enrolment support network to allow students to transition successfully into employment, and to continue their education concurrently while maintaining their working careers.

How labour market strategies are taken into account in developing course offerings

As the sole University in Tasmania, developing a thorough understanding of local and regional labour market priorities is essential to making better education and training decisions. The University is implementing a forward-looking approach to adapt course offerings that meet Tasmania's labour market demand by interrogating the future gap between the qualifications needed and those offered by the workforce. The need to develop distinctive professional capabilities to meet Tasmania's needs and priorities in all parts of the island has also been highlighted in the [University of Tasmania Strategic Plan 2019-2024](#).

SECURITY MEASURES

Actions being taken to ensure the safety of data against cyber attack:

The University's existing Cyber Security governance and controls will be refreshed through a Cyber Security threat and Risk assessment to ensure that it keeps in line with the changing threat landscape. The Risk Assessment will be used to benchmark the security controls maturity against the University's risk appetite with a 3 year roadmap developed to track the progress. This will reinforce the current controls in key areas which include:

- Security Risk Assessment of Cloud Services and Applications to ensure that Security and privacy controls meet the University's and legislative requirements
- Network Segmentation of critical applications and data to protect them from unauthorised access
- Security Awareness training and phishing simulation to prevent the compromise of user credentials and the spread of malware
- ICT Security Audits to ensure that the system security settings comply with the University's policies
- Cyber Security Penetration testing by third party entities to eliminate security weaknesses
- Identity and Access management reviews to ensure that UserID's only have the ICT System access required to perform their role

Mitigation strategies in the case of a breach of security:

The University has deployed and is currently enhancing controls around Identity and Access Management and System Management to further protect against Cyber Security events. These include:

- Deploying Multi Factor Authentication
- Restricted administrative privileges
- Aggressive deployment process for critical operating systems and applications patches

Measures to enhance the identification and deterrence of foreign interference activities including actions to ensure compliance with relevant legislation:

The University has engaged new service and tools to provide better insight and alerting of potential compromise of ICT infrastructure and services. These include:

- Data aggregation and data mining tools to proactively identify and investigate anomalies in key security infrastructure and applications
- Piloting a Security Operations Centre (SOC) solution
- International travel process and guidelines including providing secure devices to ensure the integrity of the University's confidential business information and Intellectual Property

How the University complies with the Australian Cyber Security Centre's "Strategies to mitigate cyber security incidents" document

The University is currently guided by a number of security frameworks, including the Australian Cyber Security Centre's "Strategies to mitigate cyber security incidents", with compliance in key areas. The Cyber Security Threat and Risk Assessment will be used to finalise the Road Map to guide the maturation of the Cyber Security framework which will be completed by first quarter 2020.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

DOM BRUCE
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:

Draw Menzies-McWay
Witness (please print)

Branch Manager
Position or profession of witness (please print)

[Signature]
Signature

SIGNED for and on behalf of

UNIVERSITY

[Signature]
Full name (please print) Signature

Vice-Chancellor
Position

Professor Rufus Black
Signature

In the presence of:

Rick Inglis
Witness (please print)

General Manager
Position or profession of witness (please print)

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Signature