



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

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

**UTS Focus and Objectives**

UTS has embarked on its new strategic plan, [UTS 2027](#), with a vision to be a leading public university of technology recognised for our global impact. Our vision focuses on:

- Learning for a lifetime
- Personal learning experience
- Digital partners in learning
- New ways of working
- Our precinct, community and partnerships
- Transforming society through connected research
- A distinctive international profile and student experience
- Delivering positive social change

In 2020, UTS will focus on the development of new approaches to teaching and learning including fully online postgraduate courses, more flexible stackable degrees and short forms of learning, and the delivery of teaching and learning with corporate partners.

In administration, learning and teaching, and in providing student feedback we will be developing methods and processes that deliver a more personalised experience for our students.

We are assessing and developing responses to the challenges faced by our workforce. We are preparing for the changes we foresee over the next decade that will require major changes to the capabilities of our staff and new ways to manage academic and professional workloads.

UTS is nearing the completion of our current campus development masterplan. We are considering the ways we can optimise the use of our central Sydney facilities, supplement those with specific-purpose premises such as our Tech Lab facilities in the semi-industrial

precinct of Botany, and engage cooperatively within our own precinct and further afield to extend our operations.

The growth of UTS's research capability and outputs will continue to be a significant priority. Our focus will be on extending our research quality, impact and collaborations.

We will continue to develop our international partnerships, engage international students on our campuses and provide more opportunities for our students to participate in international experiences.

Our aim is to increase the representation of Indigenous staff and students at UTS and provide support for their success. We will also continue to focus on building our cohort of students from low SES backgrounds.

As a public university, UTS is committed to achieving social impact through our endeavours. The UTS [Social Impact Framework](#) sets out our priorities for ensuring that the work undertaken at UTS is transferred positively to the Australian and international communities.

### ***Model Code on Free Speech and Academic Freedom***

In response to the Model Code and discussions around it, UTS has comprehensively reviewed our policies, considered legal advice and discussed the matter extensively at Academic Board and Council.

UTS strongly supports the principles set out in the Model Code. However, some of the language in the Model Code prevents UTS from simply adopting it due to the legislative and policy frameworks under which UTS operates (as would be the case for many universities). Our commitment to academic freedom and freedom of expression is embedded in many instruments in order to ensure it is contextualised to our objectives and activities. Discussions with Mr French indicated that UTS's approach of adapting and aligning our own governance instruments to the Model Code is consistent with what he had in mind. Accordingly, we have taken the time and effort to undertake a full review, and thereby raising the profile of the issue, rather than simply adopting the Code.

To ensure that both internal and external stakeholders have clear information on UTS's approach to academic freedom and freedom of speech, we have decided to make a clear, simple statement of UTS's principles aligned to Mr French's Model Code principles. These will be featured on a new UTS web page along with more detailed information on how the principles translate to activities, where they are included in our governance instruments<sup>1</sup>, and how we operationalise them including our risk assessment and decision-making processes. We expect to have this information online before the end of 2019.

<sup>1</sup> [UTS Act s6](#)

[UTS Academic \(s48\) and Professional \(s52\) Staff Enterprise Agreements](#)

[Equity, Inclusion and Respect Policy](#)

[The UTS Social Impact Framework](#)

[UTS Code of Conduct](#)

[Student Rights and Responsibilities Policy](#)

[Equity, Inclusion and Respect Policy](#)

[Research Ethics and Integrity Policy](#)

[UTS Student Rules](#)

## TEACHING AND LEARNING

*In this section the University should refer to:*

- *its objectives and/or priorities for teaching and learning*
- *its strategies to ensure quality in teaching and learning*
- *how the University selects students for offers without an ATAR score, as part of its admissions process*
- *what evaluation strategies are in place for ensuring that students admitted without an ATAR are likely to succeed in their studies.*
- *strategies to reduce the proportion of students that do not complete their course (including for students from regional and remote areas)*
- *evaluation of these strategies, including follow-up with students who do not continue with their studies to better understand the reasons for this decision.*

Under UTS's new strategy, UTS 2027, there are two key teaching and learning initiatives: Learning for a lifetime and Personal learning experience. These initiatives focus on extending opportunities for people to participate in learning in ways that suit their personal circumstances. We will work with individuals and enterprises to tailor learning that is personalised, flexible and supported.

In 2020 our focus will be on the development of a range of new postgraduate offerings in fully online and blended modes of learning; extending short forms of learning including the development of microcredentials; and working directly with business enterprises to deliver education tailored to the workplace.

UTS is implementing a new digital learning system. Undergraduate and postgraduate courses are being redesigned to take advantage of the latest advances and to foster collaborative course design across faculties.

All courses and subjects are tracked through UTS's quality management system with regular cycles of review. This includes performance indicators, annual course performance reports, subject monitoring and student feedback.

<i>Primary targets</i>	<i>2020</i>
Satisfaction with overall quality of educational experience (SES):	78.0%
Satisfaction with overall course quality (GOS):	83.0%
Graduates in full-time employment (GOS):	83.0%
Graduates in general employment (GOS):	91.0%

### University Admissions Transparency

UTS uses adjusted ATARs extensively for the admission of recent school leaver applicants. The adjustments used are transparently published and applied, and UTS complies with the required reporting of our annual main admission cycle.

UTS has a range of pathways and admission schemes available for students as an alternative or complement to ATAR entry. Admission schemes and pathways are approved by Academic Board under principles contained in the UTS Admissions Policy.

Student performance is monitored through the UTS Course Performance Report and Subject Performance Scorecards. The outcomes of these performance reports are used by faculties as well as being reviewed by the Teaching and Learning Committee of Academic Board. This information is also used in UTS course reaccreditation processes.

### University Retention Strategies

UTS has good retention outcomes. Our retention strategy targets student cohorts historically shown to be at greatest academic risk at UTS. Programs are oriented to the particular needs of different cohorts, whether that be academic or personal support.

All students contemplating withdrawal are encouraged to discuss their reasons with UTS's Student Services and/or Student Administration prior to formalising their decision. Calls and emails go to first year students before examinations commence, reminding them of services available.

Students who are not achieving the specified rate of progress in their courses are placed on academic caution. These students are required to meet with an academic adviser and participate in the [Back on Track](#) program which provides academic and personal skills designed to improve academic performance.

Educators at UTS are using data generated by their students to assess student engagement and better shape how their courses are delivered. The UTSONline Dashboard visualises students' engagement and interaction with UTSONline course content and tells a real-time story about how students learn.

Subject Coordinators use the Subject Dashboard to see subject enrolment trends and information about the size and diversity of the current student cohort and are able to compare that to previous cohorts in the subject.

Student retention and success, among other measures, are monitored through the UTS Course Performance Report and Subject Performance Scorecards. The outcomes of these performance reports are used by faculties as well as being reviewed by the Teaching and Learning Committee of Academic Board. This information is also used in UTS course reaccreditation processes.

## 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.*

Under UTS 2027, a new 2027 Research Strategy is currently being developed.

*Excellence:* UTS will formulate the principles and behaviours of excellence and high productivity and the corresponding suite of appropriate measures and indicators that provide ambition and inspiration for individual researchers and will enable straightforward evaluation of progress with external benchmarking. This will include revisiting external benchmarking activities and reformulating focus, in consultation with key stakeholders. Mapping of work planning activities in the context of appropriate benchmarks will continue to be emphasized and supported.

UTS will augment the peer review and mentoring networks to drive quality from research program conception onwards and will connect the behaviours and principles of quality with the defined quality indicators, in a way that inspires and motivates individual researchers.

*Performance, career development and opportunities:* UTS will encourage and provision the use of data considerations and analytics to better support researchers in shaping and growing research careers, helping staff to identify for example opportunities for collaboration, partnership and professional development. To support this focus, UTS has developed a capabilities framework from an outcomes perspective.

*Valuing our discipline diversity while enhanced connectivity between our HASS and STEM researchers:* A suite of projects will be undertaken aimed at enhancing the number and

depth of relationships that exist between HASS and STEM researchers at UTS. We will integrate and mobilise our capabilities across disciplines to solve challenges that transcend discipline boundaries, creating a shared literacy and understanding of research methods that amplifies our deep disciplinary knowledge and the capabilities of our individual researchers, while valuing and creating additivity from the use of multi and transdisciplinary practice.

*Creativity:* Greater visibility will be created for our professional and creative practice researchers. We will draw upon our capabilities in, and connections to, creative and professional practice to enhance our expertise in leading practice-based research and our ability to rapidly translate research outcomes into practice.

### **Research Training**

UTS provides a range of opportunities for HDR students to engage with industry and develop industry-related skills. During 2020, we will establish:

- Cross university collaboration on resource/module development to be used in the UTS Industry Doctoral Program;
- The UTS-THU (Tsinghua University) Collaborative Industry Doctoral Program
- Collaborative engagement with industry advisors, collaborative development of revised activities/offerings;
- Processes that facilitate improved oversight of students undertaking a HDR with industry; and
- Revise programs and pathways for experiential interactions with industry

UTS plans to have approximately 20 HDR students undertaking formal industry placements primarily as interns in 2020, and up to 30 HDR students enrolled in an Industry Doctorate Program (IDP).

### **Research Translation and Commercialisation**

UTS works with industry collaborators and makes its research publicly available whenever possible in order to optimise its impact on society and the economy. We apply Open Innovation principles and use Easy Access IP licensing to facilitate technology transfer. We measure our success through engagement and impact with outstanding results in the Australian Research Council's Engagement and Impact 2018 Assessment Outcomes.

*Impact planning tools and capabilities:* UTS will define, enhance and make visible the pathways to end use, creating a shift to a stronger impact paradigm context for our research outcomes. UTS will further develop our impact planning tools and capabilities at the individual and research group level. We will embed the use of the impact canvas and other techniques across the university, using this as a way to enrich our understanding of the critical elements of support required for researchers to position their research to create impact. We will introduce knowledge exchange and research translation perspectives and tools into our impact-centric context.

UTS has developed an engagement planning canvas as part of our broader engagement and impact toolkit and have been running numerous workshops across all faculties to increase awareness and skills in the development of deliberate end-user engagement.

We have launched a new Research Translation competition to elicit submissions of research outcomes with commercial or social impact potential.

UTS has increased the number of research development and engagement personnel to assist researchers to improve the quality of their contract bids and has prioritised focusing on opportunities to join State and Federal Government tender panels.

UTS monitors a number of measures of success including:

- Category 2 – 4 external research income;
- Disclosure, patents, licenses; and
- Industry publication co-authors.

### Open Access

The following open access strategies are in place at UTS:

- UTS [Open Access Policy](#) supported by training and consultations services
- [OPUS](#) (Open Publications of UTS Scholars) - the UTS institutional repository which showcases research of staff and students to a global audience
- [UTSePress](#) - UTS publisher of open access, peer-reviewed scholarly journals and books
- [ATSIDA](#) (Aboriginal and Torres Strait Islander Data Archive) - UTS managed node of the Australian Data Archive which stores, preserves and, under appropriate protocols, facilitates access to Australian Indigenous research datasets.

### EQUITY

*In this section the University should refer to information on:*

- *strategies for improving Indigenous outcomes and related targets*
- *strategies for achieving equity for regional and remote students, for low socio economic students and students from other equity groups*
- *strategies for reducing unemployment in the regions serviced by institutions, including youth unemployment rates*
- *strategies for increasing student support for relocating students (potentially including specialised on-boarding programs)*
- *strategies to increase community access to university facilities*
- *strategies to increase aspirations and advice to school students on study options.*

Social justice and accessibility, and a commitment to excellence in Indigenous higher education and research, are two of the three fundamental pillars of the university's [strategic vision](#).

These objectives have been woven into the following UTS 2027 strategic initiatives:

- [Initiative 2 – Personal Learning Experience](#)
- [Initiative 3 – Digital Partners](#)
- [Initiative 5 – Precinct, community, partnerships](#)
- [Initiative 8 – Delivering positive social change](#)

We have adopted a [Social Impact Framework](#) through which we commit to:

- contribute to increased public good, social mobility and equity
- support the creation of enabling environments for communities to thrive, and
- positively influence and impact the public, the individual, and the systemic forces that shape justice.

We report our progress on social justice initiatives through the annual [UTS Social Justice Report](#).

### Indigenous Outcomes

Since 2011, UTS has adopted a whole-of-university approach to improving Indigenous higher education, research, and employment outcomes. Under the [Indigenous Policy](#), Indigenous business is core UTS business, and Indigenous policy principles and objectives

must be considered in the development and review of all UTS strategies, plans and programs.

The Indigenous Education and Research Strategy and Wingara Indigenous Employment Strategy are the university's two primary instruments that drive cross-UTS activity to improve Indigenous outcomes. These strategies set ambitious qualitative and quantitative targets in relation to Indigenous education, research, employment, and economic engagement, including 16 strategic initiatives and 41 associated success indicators, including:

- achieving, by 2023:
  - an overall Indigenous student participation rate of two per cent, and an Indigenous graduate research participation rate of five per cent, and
  - parity between Indigenous and domestic non-Indigenous student success, retention and completion rates
- achieving and maintaining a rate of Indigenous graduate employment that is at least equal to that of other UTS graduates
- further developing our existing strong and growing Indigenous research culture, one particularly focusing on research that is Indigenous led and having tangible positive impact
- building Australia's first university Indigenous Residential College
- achieving an Indigenous employment rate of three per cent by 2023, with faculties and divisions being required to achieve specific sub-targets, and
- increasing opportunities for broader Indigenous economic engagement, maximising indirect employment opportunities for Indigenous people through contractual requirements in UTS's capital works plan.

The Indigenous Education and Wingara Indigenous Employment strategies work in tandem with UTS 2027 strategic objectives and the incremental forward targets detailed in the UTS Corporate Plan, to ensure the university can achieve its vision of world-leading excellence in Indigenous higher education and research.

The Jumbunna Institute for Indigenous Education and Research (Jumbunna) runs an extensive aspiration-raising and outreach program to encourage Indigenous students to pursue higher education. This program consists of school visits, community engagement, and participation in careers markets and fairs. The university's flagship aspiration initiative is the Galuwa Experience, a three- to five-day on-campus program for high-school students in years 9-12 from NSW and interstate. Run by Jumbunna in collaboration with faculties the program encourages students to consider tertiary education and aims to increase familiarity with university life. The free program covers travel and accommodation costs and features interactive hands-on workshops in a variety of disciplines, site visits with industry partners, inspirational talks, cultural activities, information about career paths and welcome and 'graduation' dinners. Students and teachers provide feedback following each Galuwa Experience, which ensures the programs continue to achieve their objectives.

The university also has a number of strategies to increase equity of access specifically for Indigenous students, such as the Jumbunna Pathways Program. This program offers prospective undergraduate students an opportunity to illustrate their capability for higher education based on factors including previous life, education and work experience, rather than relying on ATAR. Applications are assessed on an individualised basis, and direct entry or an appropriate alternative pathway is recommended.

The university recognises that affordable accommodation and the cost of living in Sydney are significant barriers to accessing higher education. Accordingly, UTS guarantees cost-covered accommodation plus an associated living allowances to all Indigenous students in need. This is particularly important for regional and remote students, who the university also supports through the provision of relocation scholarships where required. The dedicated student support and pastoral care staff in Jumbunna – including its Elder-in-

Residence – also assist with transition issues for all students, especially those from regional and remote areas. The university’s plan to build Australia’s first university Indigenous Residential College further addresses barriers to higher education access, and its range of programming will include specific strategies to assist with transition.

<i>Primary targets</i>	2020
Participation rate for Indigenous students:	1.4%
Success rate for Indigenous students:	87.8%

### **Widening Participation Strategy**

The UTS Widening Participation Strategy (WPS) is our whole-of-university approach to increasing the number of students from underrepresented equity groups accessing and completing university study; in particular, students from low socioeconomic status (low SES) and Indigenous backgrounds. UTS’s WPS initiatives aim to increase participation at university among these groups, but also to support their success throughout their degrees and ultimately graduation and beyond.

Increased awareness, confidence, and motivation towards higher education and improved academic preparedness and outcomes among school students are a fundamental goal of the WPS. Specific WPS initiatives include UTS Summer School, where students get to experience a subject of their interest and university life for two weeks at our city campus, and in-school personal mentoring and tutoring with UTS student ambassadors who have also come from low-SES backgrounds and often the same school.

UTS offers the Diversity Access Scholarship program to assist students from low socio-economic backgrounds who may also be experiencing other forms of educational disadvantage which make it difficult to achieve their educational goals. This scholarship is available to undergraduate, postgraduate and research students. Eligibility criteria for the scholarship include: sole parent or carer responsibilities, Indigenous or refugee status, long-term medical condition or disability, or regional or remote background.

Another key focus of the WPS is to help graduates find employment at the completion of their degree, including those from low-SES and/or Indigenous backgrounds. Students from these groups are supported in developing and showcasing the employability skills and graduate attributes that are required in the workforce. This is done through career and employment support, facilitating opportunities for students to connect to industry, and financial support for students who are experiencing disadvantage. Specific examples include UTS’ Equity Grants, available for students who participate in UTS Careers’ work-ready programs and are experiencing financial difficulty, Accomplish Intensive, a free program for improving student confidence and skills in applying for jobs, and Career Coaching and benefits for all UTS Alumni.

All data captured about UTS’s WPS programs, including their evaluation, is reported back to the Federal Department of Education as part of the Higher Education Participation and Partnerships Program (HEPPP) funding. Statistics on low-SES and Indigenous access, participation, retention and success rates at UTS are also included in the annual Social Justice Report appendices, which are publicly available [here](#). The data is also used to inform strategic planning for UTS, the Widening Participation Strategy, and the Centre for Social Justice and Inclusion.

<i>Primary targets</i>	2020
Participation rate for low-SES students:	14.5%
Success rate for low-SES students:	91.0%

### **Employment**

Please see the Labour Market Outcomes section below.



## Community Access to UTS Facilities

Under UTS 2027 we are committed to engaging our community through [Our precinct, community and partnerships](#). This initiative includes specific strategies to increase community access to UTS's facilities:

- Developing facilities and spaces to enable UTS to host large public events;
- Activating the UTS campus as a place of public engagement and learning and related activities by providing opportunities that entice the community to come onto campus and engage with the university and industry partners.

We are also investing in new facilities such as [Tech Lab](#) and [Protospace](#) to support industry and the community with cutting-edge facilities.

ActivateUTS is a non-profit organisation embedded at UTS that provides support services and facilities including bars, cafes, retail outlets, and a fitness centre, as well as social and sporting clubs that are available to both staff and students at UTS and the broader community. ActivateUTS collects comprehensive qualitative and quantitative data about students, staff and community members participating in their events, clubs and programs, and is included in their [annual reports](#).

## LABOUR MARKET OUTCOMES

*In this section the University should refer to information on:*

- *strategies for identifying skills gaps within the relevant student and business catchments*
- *strategies for meeting labour market priorities at a local, regional and/or national level*
- *strategies to address employability and graduate attribute skills gaps to ensure students are work-ready*
- *the application of these strategies to admissions and enrolments*
- *how labour market strategies are taken into account in developing course offerings.*

UTS undertakes market assessments for all courses as part of our course accreditation and reaccreditation processes. This includes consideration of graduate demand, professional body advice and current information on occupation and skills needs via our industry advisory boards. We are currently assessing the use of skills taxonomy and data analytics to explore how the knowledge and skills taught in UTS subjects map to the jobs market. This will allow UTS to more actively match students' knowledge and skills to the job market at any point in time.

With extensive industry support, UTS courses include subjects with internships and internship-like experiences. [UTS Startups](#) supports students with the skills, mentorship and space to start their own businesses. We are targeting the development of 400 new startups in 2020. As noted above, [UTS Careers](#) provides a broad range of employment skills development and facilitates opportunities for workplace experience.

UTS has a particular focus on improving the employment rate of Indigenous graduates. We have a partnership with CareerTrackers, an organisation that links current Indigenous students with prospective corporate employers to have a paid internship program. Many students who undertake such internships have moved into continuing employment with their internship company following graduation. The Jumbunna Institute also works collaboratively with other areas of the University to provide students, not linked with the CareerTrackers program, to source graduate employment.

Indirect employment opportunities are also provided through the university's focus on Indigenous economic inclusion. The Wingara Indigenous Employment Strategy promotes such inclusion through contractual requirements for UTS construction partners to demonstrate their own Indigenous employment strategies and employ Indigenous people on UTS construction projects.

UTS is very conscious of employment options in disciplines we offer courses in. We limit student intakes in some courses where professional placements within the course of study are limited and/or the graduate employment market is comparatively narrow.

The 2019 Graduate Outcomes Survey – Longitudinal indicates that over 90% of UTS's graduates (undergraduate and postgraduate) are in full-time employment three years after graduation.

<i>Primary targets</i>	2020
Graduates in full-time employment:	83%
Graduates in general employment:	91%

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

Cybersecurity risk management is a major priority for UTS. The University has an IT security strategy and a rolling three-year investment plan which is guided by the NIST framework. UTS has taken a leading role in organising cyber related information sharing with other universities, and is an active member of a sector-wide Cybersecurity Community of Practice. UTS is currently in discussions with other Australian universities in an initiative known as the Australasian Higher Education Cybersecurity Service (AHECS). This initiative is aimed at proactively helping universities safeguard their intellectual property and reputation of by providing fit for purpose services and proactively supporting the adoption of practices designed to mitigate risk and counter ever-increasing cybersecurity threats

There has been steady improvement in our IT security both in terms of controls that can be implemented with technology solutions and, just as importantly, the improvements to security that flow from increased IT security awareness by all our staff.

Priority cyber-security initiatives included the roll-out of two factor authentication to academic and professional staff to further protect UTS accounts; development of online training modules for Cyber-security and Privacy; and a review of cyber-security advice and services provided to international travellers. The continued modernisation, consolidation, and simplification of our overall technology environment is also a key priority.

UTS is currently out to tender for an external cyber-security partner who will augment our internal capabilities and provide ready access to extended and independent expertise.

The cyber landscape is continually evolving: new actors are entering the mix, the types of attack methods being used are increasing in sophistication, regulatory obligations are shifting, and the UTS business is becoming increasingly digital. As with other industries, the nature of the risks faced by the university sector are such that it is not possible to achieve complete mitigation of cybersecurity risk. UTS is monitoring developments and regularly adapting its cyber risk management to meet evolving challenges.

The university has implemented processes for responding to security incidents. In particular UTS has:

- Published and tested the Information Security Incident Management and Response Plan.
- Published and tested the Major Incident Management Procedures.

- Published and tested the Data Breach Response procedures.
- Maintains an active membership with AUSCERT.

UTS is also in the process of establishing an external partner relationship that will include the provision of cyber-response response handling and cyber forensic services.

UTS has assessed its current cybersecurity controls against the ACSC mitigation strategies and has determined that overall, approximately 62% of the controls have been implemented, 30% partially implemented and 2% are in the process of being implemented.

UTS has a sophisticated and robust risk management framework and associated processes for evaluating and managing collaborative opportunities in higher risk countries. This includes education for academics, management of intellectual property, mandatory contract clauses relating to compliance with Australian law (including Defence Trade Controls) and a detailed opportunity assessment process which evaluates many factors including Defence Trade Controls, Autonomous Sanctions, strategic fit, ability to execute, reputation, financial, health and safety, stakeholders, partners and end-users. Additional independent due diligence is undertaken for higher risk levels and an associated increased level of management approvals is required.

SIGNED for and on behalf of

In the presence of:

THE COMMONWEALTH OF AUSTRALIA

by

DOM EVHALISIT

Full name (please print)

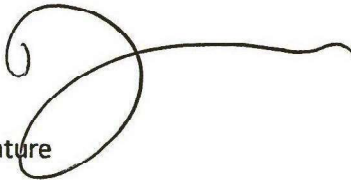
GROUP MANAGER

Position

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

Signature

Date



23/12/19

Draw Menzies-Mcvey

Witness (please print)

Branch Manager

Position or profession of witness (please print)



Signature

SIGNED for and on behalf of

In the presence of:

UNIVERSITY

Professor Attila Brungs  
Vice-Chancellor

MARGARET CONNOLY  
Witness (please print)

Signature

EXECUTIVE OFFICER PROVOST UTS  
Position or profession of witness (please print)

Signature

