



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

**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**

QUT is a leading Australian university and one of the most highly regarded universities in the world, unified in a mission to provide transformative education and research relevant to our communities.

QUT lives true to its identity as the university for the real world though innovative, practical and engaged initiatives across learning and teaching, research, entrepreneurship and engagement. We combine a deep commitment to maintaining broad access to a high-quality education regardless of means, with an uncompromising commitment to the conduct of outstanding research that delivers tangible benefits to our partners and to the community.

Technologically enabled, socially responsive and globally networked, QUT constantly strives to position itself, its staff and its students for success today and tomorrow in a rapidly evolving world of work and culture. At the same time, we take seriously our obligation to provide a nurturing environment in which academics, students and visitors can thrive, learn and develop together. As a significant employer, corporate enterprise and cultural institution in our region, we aim to behave always as a responsible corporate citizen, leading by example and contributing in myriad ways to the community that sustains us.

To achieve these ambitions, we prioritise the advancement of:

- Aspiration and Inclusion
- Creativity and Entrepreneurship
- Digital Transformation and Technology
- Ethical Leadership and Professional Engagement
- Environment and Sustainability
- Health and Wellbeing
- Indigenous Australian Engagement, Success and Empowerment.

To this end, we channel our energies through our chief spheres of activity:

- The student environment and life-long trajectory
- Innovative, practical and engaging learning and teaching
- High quality, relevant research
- Co-designed Indigenous Australian teaching, research and learning
- Organisational practices and culture.

Further information about our mission may be found in our new strategic plan, *Blueprint 6*.

With respect to the French Review recommendations to adopt the Model Code on free speech and academic freedom, the Vice-Chancellor has convened a working party to examine the university's existing suite of policies, procedures and agreements, as well as our current and imminent statutory obligations and constraints, to identify gaps, overlaps and opportunities for harmonisation with the provisions of the Model Code. This work is being conducted in concert with preparations to ensure compliance with the Queensland *Human Rights Act 2019*, which comes into force on 1 January 2020 and which features several provisions that intersect substantially with the Model Code. The Vice-Chancellor will advise the Minister of findings and proposed actions before the end of 2019.

## **TEACHING AND LEARNING**

The continuing priorities for learning and teaching at QUT are described in the Real World Learning (RWL) 2020 Vision and focus on providing educational experiences that enable our QUT graduates to thrive in volatile environments over the long term, contribute productively as individuals and in teams, and combine depth in professional knowledge with broad perspectives based on exposure to new ideas and different cultures.

Through the Course Transformation and Reaccreditation process we seek to ensure that all QUT courses are designed to enable our graduates to:

- be curious, agile and resilient learners
- employ different ways of thinking, broad perspectives and evidence-based decision making to inform practice, and to imagine and realise change
- contribute to, and impact on, the world around them in ethical and sustainable ways
- be effective collaborators and communicators in disciplinary and interdisciplinary contexts
- employ digital literacies and use technology strategically to leverage information and to collaborate, and
- interact in local and global cultural contexts with knowledge of and respect for diverse cultural perspectives.

In order to achieve these graduate capabilities, we have focused for several years on providing a range of curricula and co-curricula learning experiences that place strong emphasis on authentic, applied and work integrated learning and cross disciplinary learning (particularly through double degrees).

To achieve the RWL 2020 Vision we have invested in curriculum and learning transformation through:

- using the five-year course transformation and reaccreditation cycle to strengthen and assure the QUT learner experience
- providing strategic support and resources to curriculum leaders and teams to enable high impact transformation in courses. This has been further strengthened in 2019 through the creation of Curriculum Design Studios on each campus, staffed by curriculum and learning designers and a central production team who work in close partnership with faculties.
- the expansion of a portfolio of market-driven, high quality, online postgraduate courses and continuing professional learning offerings through a partnership with OES and through the work of QUTeX
- acquiring, through partnership with Epigeum, an Academic Integrity Program for students and staff, and continuing trials of innovative learning and assessment platforms that promote integrity in student assessment
- investment in a future-oriented solution for visualising and connecting the curriculum, implementing a product to support the re/accreditation process and also to enable staff to 'map' curriculum to ensure alignment between course and unit level learning outcomes and assessment, and
- a major review of the digital learning ecosystem commenced. This program of work includes a review of the existing QUT digital learning environment including the replacement of the current Learning Management System and determining QUT digital learning platform requirements to create a vibrant digital campus over the coming five years.

The Student Success Group (SSG) has implemented a suite of new tiered services. To support student learning and career development, these range from self-serve options and individual support, to group-

based support and online learning resources. Peer-enabled strategies continue to be developed. In addition, the SSG worked closely with targeted courses in each faculty to align language and learning, mathematics, science, information technology (IT) and careers support to key units to enhance learner progression and engagement.

During 2019 the SSG supported approximately 20,000 students through this new curriculum connected support, including:

- the QUT Career Development Framework
- the commencement of a project to create a digital version of the well-established Career Mentor Scheme (for implementation in 2020)
- the launch of a new academic communications strategy to support international students and additional language learners
- Student Leadership Conference and Student Leadership Development workshops
- enhanced career development support and advising for first year students
- STIMulate (mathematics, science and IT peer support), and
- a centralised learning hub to make it easier for students to access learning support.

In addition, the Early Alert process has ensured that more at risk students have been referred to support. SSG also continues to monitor learner engagement through targeted learning campaigns for students deemed at risk. A total of 7,606 students have been contacted by phone or email across 78 unique campaigns during 2019 up to the end of September 2019.

We have continued to invest in staff capability through:

- a suite of award and non-award professional development programs including:
  - Teaching Advantage – designed specifically for higher degree research (HDR) students
  - Foundations of Learning and Teaching program aimed at sessional and early career academics
  - The Graduate Certificate in Academic Practice (GCAP)
  - An Expert Peer Review of Education Practice scheme
- active engagement with the Advance HE (formerly the Higher Education Academy (HEA)) Fellowship scheme to support staff who teach and/or support learning to reflect upon and benchmark their practice against a globally recognised Professional Standards Framework and HEA Fellowship scheme
- the development of a new Career Development Framework to better align recruitment criteria, workforce planning, reward and recognition of excellence with the university's Blueprint 6 and academic plans
- the rationalisation and consolidation of professional development opportunities with the development of a new *Framework for Development in Learning and Teaching*. The Framework consists of a suite of modules/micro-credentials based on four sets of modules:
  - **Foundational Learning** differentiated to the requirements of specific cohorts
  - **Real Time Learning** that will deepen learning and support on-going recognition and good practice
  - **Discipline Led Learning** designed and delivered in partnership with Faculties and Schools
  - **Leading Learning** to support leadership in tertiary educational environments.
- a comprehensive and consultative review of student evaluation of units and teaching was undertaken in consultation with QUT staff and students, a desktop audit of other institutions in Australia and beyond, and the wider scholarship of learning and teaching. The aim is to develop new evidence-based evaluations of unit and teaching, a review of the associated reporting and improved governance of all surveys of student support services for implementation in 2020.

Over the course of 2019, 300 staff members engaged with one or more of these schemes. Over the last three years, 71 staff members have graduated from GCAP and QUT now has 750 HEA Fellows including 19 Principal Fellows, making QUT the largest community of Fellows outside the United Kingdom. Our leadership in professional development and the integration of the Professional Standards Framework has led to a wide range of new learning and teaching partnerships with Universities in China, Thailand, Taiwan and the United Kingdom. Over the last 12 months QUT has supported 14 institutions to develop professional learning and recognition pathways for their academic staff.

During times of disruptive change, both within the employment market and in the ways that we live and learn, it is critical to encourage and enable innovation in learning, teaching and assessment and this has been pursued throughout 2019 through strategies such as:

- a university wide approach to Students as Partners, enabling students and staff to engage in collaborative partnerships with industry and community to transform curriculum
- investing in, supporting and rewarding innovation in learning and teaching, and building tolerance for failure as a necessary part of innovation through:
  - Innovation flags which show on units in the Individual Unit Reports where the faculty has identified substantial innovation is being introduced or refined in the semester. These flags aim to encourage and recognise staff engaged in innovation and support review discussions. In 2019, 114 units were flagged for innovation in Semester One Unit and Course Evaluation reports
  - Learning Innovation Pilots - small scale experimentations that helps QUT investigate and evaluate the value of new pedagogies and/or technologies to stakeholders to inform whether these innovations are appropriate for broader adoption. In 2019 there were six pilots and 105 units involved in Learning Innovation Pilots
  - CoLab - Learning and Teaching Innovation CoLab was launched as a new pilot initiative. Designed as a two-day intensive problem-solving event, CoLab facilitates collaboration between academic, sessional and professional staff members and students to co-design solutions for complex 'problems worth solving' in learning, teaching and student experience. A rapid design sprint process leads to prototype development with resources available to progress solutions that enhance learning at QUT
  - developing a strategic Higher Education Research agenda and identifying focused themes that afford a deeper understanding of learners; technology enabled learning environments; and preparing 21st century learners for the future world of work.

All these initiatives are designed to build capability, create a community of practice and enhance the quality of teaching at QUT.

Alongside these major bodies of work, throughout 2019 there has been significant work undertaken across QUT to develop an integrated foundational academic plan aligned to the new Blueprint 6. The Learning and Teaching components of this Foundational Academic Plan have been developed to build on the Real World Learning 2020 Vision and align to QUT's Blueprint 6 priority areas. The Plan is designed to provide guidance to faculties and institutes for their learning and teaching strategies consistent with QUT's distinctive identity as a university for the real world. It outlines QUT's strategic objectives for learning and teaching between 2020 and 2023 which aim to strengthen access, learner success, employability and graduate outcomes. The objectives are to:

- Be globally recognised as a leader in authentic learning, including work based, and work integrated learning
- Foster collegial learning and teaching practices and culture that empower staff and students to succeed
- Employ a research led and data informed approach to education.

#### **UNIVERSITY ADMISSIONS TRANSPARENCY**

QUT uses OP/ATAR and Selection ranks to assess students for entry; for some visual or performing arts programs additional portfolio/audition or interview requirements may apply. School leavers completing Year 12 in 2020 for admission in 2021 must have an ATAR or a completed International Baccalaureate (IB) Diploma as the minimum entry requirement. Non- school leavers without an ATAR or Overall Position (OP) can be assigned a selection rank if they have completed an Australian Qualifications Framework Certificate IV or higher. The Queensland Tertiary Admissions Centre (QTAC) can also calculate a selection rank for non-school leavers based upon the applicant's employment experience. Employment experience can be used on its own or combined with a Special Tertiary Admissions Test (STAT) result.

Although entry to QUT is based upon past academic performance represented by an ATAR/OP or selection rank, all students have access to a range of free services within their course and outside of class:

- Language and learning support, such as writing and assignment feedback, study and presentation skills to evaluate progress
- Maths, science and IT support, such as understanding course content, developing science, technology, engineering and mathematics (STEM) skills and guidance with assessment items to evaluate success
- Career management to evaluate career options while building employability
- Leadership and development such as attending workshops, conferences and volunteering on campus.

#### **UNIVERSITY RETENTION STRATEGIES**

QUT has several mechanisms in place to support student retention and success, including:

- Faculty and Professional Partnerships – In 2018, QUT moved to a new partnership model of student success that saw the implementation of faculty-specific student success teams across all six faculties. Each faculty student success team varies in size and composition based on the specific priorities of the faculties, and includes experts in language and learning, STEM and careers support. The faculty teams work in close partnership with course staff to align learning and career support strategies to key units to ensure that the support offered is relevant and timely.
- Support for Learning – QUT offers a tiered service model to support QUT learners achieve academic and career success. This includes a range of peer to peer offerings, digitally enabled and in person targeted group-based workshops, discipline specific self-help resources and one-to-one sessions for students with more complex needs.
- Learner Connectedness – A core part of the student success strategy at QUT is fostering learner connectedness and belonging. This is achieved through QUT's peer programs strategy, students as partners in curriculum and academic governance and through a specialised student leadership and development program. QUT students have access to specialised leadership workshops and a whole of institution Student Leadership Conference.
- Career Development Learning – In 2018, QUT launched an institution specific career development learning framework to proactively embed career development into whole of course design and to support the retention of first year students. This included the development of a career focused MOOC, a set of online learning modules that align to the framework and targeted career advising support for prospective and first year units.
- Learner Engagement and Monitoring of at Risk Students – In 2019, QUT launched an early alert strategy to enable academic and professional staff to flag students at risk of disengaging from their studies. The early alert program compliments QUT's existing learner engagement and monitoring strategy that involves students proactively calling other students who are deemed at risk.

QUT's retention strategies can be grouped under three broad categories: inclusive curriculum; support services; and a sense of belonging – the three dimensions necessary for success and retention.

See also '*Strategies for increasing student support for relocating students*' – Equity section below

#### Sense of belonging – transition in

Transition in strategies which generate a 'sense of belonging' include pre-enrolment welcome calls for equity group students; a full orientation program including targeted sessions for groups such as regional/remote students; and introduction to the full suite of support services, including the accommodation and financial support services which are crucial for commencing students.

- Welcome calls – Student Success Advisors phone commencing equity group students including low SES, Aboriginal and Torres Strait Islander, humanitarian, relocating, VET pathway and Educational Access Scheme students to provide information and referral to support services and resources as appropriate
- Orientation program – university wide and faculty-specific orientation activities, plus cohort-specific programs for International, mature aged, postgraduate, and rural; social orientation activities and transitional activities in weeks one to four
- Accommodation services – information, advice and support on finding and securing accommodation along with assistance regarding any problems arising with accommodation.

### Support services

The university has a full suite of student support services, with particular strengths in financial support. Services include early intervention for at-risk students. Data-tracking shows that students in equity groups, including regional/remote students, are using the services (such as learning support, careers, counselling, financial support and disability) at rates congruent with their representation. Support services include:

- Financial support – Equity Scholarships, Work Integrated Learning Equity bursaries, Equity Emergency bursaries, Student Loans
- Personal counselling
- International Student Services – includes personal counselling and financial support
- Student engagement
- Learning and assessment support for students with a disability, injury or health condition (includes assistive technology)
- Aboriginal and Torres Strait Islander student support – academic, personal and cultural support to Indigenous students, including *Keystones of Success* tuition support
- LGBTIQ+ support for gender and sexuality issues
- Support for students from culturally diverse backgrounds e.g. QUT International Clubs, QUT Pasifika Association, QUT Korean Students Association
- Support for postgraduate research students – research skills training
- Careers support – drop-in sessions, workshops, online resources
- Course and unit advice – provided by Faculty Student Learning Advisors
- Language and learning support – includes academic and study skills, English language skills, assignment writing
- Mathematics, science, and IT skills support
- Peer mentoring programs – academic skills development
- Early intervention for at-risk students – phone calls from Student Success Advisors, students are provided with information and referral to support services and resources as appropriate
- Discrimination and grievance – support and advice about options, relevant policies/ procedures and appropriate course of action
- Clubs and societies including sport and recreation clubs administered by the QUT Guild, and QUT Sport/Student Engagement Team.

HiQ is the first point of contact (face-to-face, or via phone, email or chat) for QUT students to get information about courses, university processes, and technology support and library support. HiQ supports students throughout their studies, over a wide span of operating hours, ensuring that they can access support when, where and how they need it. If HiQ staff cannot answer an enquiry, they will refer the student to the specialist service or faculty they require via a warm handover, capturing the details of the enquiry.

New and continuing students have identified some significant pain points during their university experience which may contribute to attrition including: university administration and processes; and lack of awareness of, or difficulty accessing support for learning. HiQ addresses these pain points by enabling centralised, easy-to-access support for anything at QUT, and helping to improve the overall student experience.

For support services, evaluation for all students and for equity group students (including regional/remote) tracks two parameters:

- Participation (i.e. attendance numbers/uptake of services)
- Post-service outcomes data – retention, attrition, success, grade point average (GPA).

Overall, equity group students are using services at or above the rates expected from their representation. One clear example of service outcomes is the impact of the university's large needs-based scholarship program which shows boosted retention rates for recipients, including regional/remote students. QUT does not formally follow-up with students who have discontinued their studies.

Developing a more coordinated approach to recruitment, engagement, and retention through shared platforms, processes, and services to commencing students, will enable improved data analytics to provide responsive services to at risk cohorts. QUT's Student Engagement and Sport works specifically in the transition-in period, from point of offer through to first year, with a focus on peer-to-peer strategies that creating a sense of belonging and connectedness essential to student success.

## **RESEARCH AND RESEARCH TRAINING AND INNOVATION**

QUT's objectives and priorities for research, research training and innovation are articulated in the QUT Blueprint and the QUT Foundational Academic Plans for Research and Innovation; Engagement; and Indigenous Australians.

QUT's aspiration is to be a leading research-intensive university with particular success in strategic fundamental research. We aim to improve research performance significantly through an enhanced research culture and supportive framework and facilities. In line with the newly refreshed Blueprint 6, the university has developed a Research Structures framework to focus effort in areas of research strength. The new University Research Centres are university-level entities established with the primary purpose to build and develop high-quality, critical mass in deep disciplinary or inter-disciplinary research capabilities that are nationally and internationally leading. A University Research Centre represents a university research strength that has a global reputation and provides a focus for strong external engagement. An example of the university's commitment to building programmatic strength being realised was the recent announcement of the award of the \$34.9 million Australian Research Council Centre of Excellence for the Digital Child. This centre will bring together Australia's best researchers to work with international partners and external stakeholders. In addition, QUT is a participant in three further ARC Centres of Excellence (CoE) announced recently:

- ARC CoE for Automated Decision Making and Society led by RMIT
- ARC CoE for Plant Success in Nature and Agriculture led by The University of Queensland
- ARC CoE in Synthetic Biology led by Macquarie University.

As a university for the real world, QUT's research is aligned to the human capital and innovation needs of the economy. QUT not only looks at research capacity through the lens of academic disciplines, but also from the perspective of the relevant sectors of the economy and the professions that are enabling innovation. For example, Queensland faces the task of increased agribusiness and food sector exports in the face of the increasing impacts of climate change. This requires us to resource and empower scientists to increase research into climate-resistance and resilient agricultural systems. Identification of the innovation needs of the economy requires that the university works in close partnership with the community and industry partners. Solutions often require work across disciplinary boundaries, and as technology now impacts every sector of the economy, these solutions inevitably benefit from deep technological capabilities.

An example is the Renewable Biocommodities Pilot Plant in Mackay, based on the site of an operating sugar factory - a unique research and development facility that converts biomass into biofuels, green chemicals and other bioproducts. Our researchers use the plant to conduct commercial research in industrial biotechnology, sugarcane processing and biomass conversion for high value product development. The Pilot Plant has been funded by the Australian Government (through NCRIS Capability 5.5 - Biotechnology Products and the Super Science Education Investment Fund), the Queensland Government Smart State Facilities Research Fund and QUT. The facility is hosted by Mackay Sugar Limited, one of Australia's leading sugar manufacturers, on the site of the Racecourse Mill in Mackay, Queensland.

The development and retention of high-calibre staff can play as significant a role in research success as recruitment. One way to develop an internal research pipeline is to align teaching priorities with research strengths. QUT is exploring opportunities to do so in fields such as robotics and agriculture. Development, attraction and retention are all highly influenced by both research infrastructure and research culture – each of which is itself significantly resource-dependent. QUT is investing in partnerships with Queensland

Health and other state-based agencies as well as with international partners in emerging technologies such as renewable hydrogen through solar energy. Our researchers are embedded in research facilities at The Prince Charles Hospital, QIMR Berghofer Medical Research Institute, the Translational Research Institute at the Princess Alexandra Hospital, and the Jamieson Trauma Institute at the Royal Brisbane and Women's Hospital. Our strategic research investment includes support packages for Australian Research Council (ARC) Laureate Fellows, Future Fellows, Discovery Early Career Researcher Awards, National Health and Medical Research Council Leadership and emerging fellows and Advance Queensland Fellows.

Our Science and Engineering Centre (SEC) brings together teaching and research in science, technology, engineering and mathematics in a world-leading model and dynamic community hub. The SEC houses the Institute for Future Environments (IFE) that is working to solve some of the world's most pressing problems, from tackling global food security to managing scarce natural resources. IFE hosts some of the nation's most advanced analytical capabilities across imaging, omics, spectrometry and spectroscopy in a \$30 million research facility. This research infrastructure has been pivotal to quality research programs reflected in three current ARC Laureates as well as servicing more than 30 small and medium-sized enterprises per annum across several different industry sectors. This strong foundation has also allowed QUT to position itself as national leader in research at the pilot-scale, playing a major role in development of new export markets such as the hydrogen work mentioned above. The SEC building is also a focal point for engagement with the public and school students.

Federal investment in end-user driven research is concentrated in sectors linked to Industry Growth Centres. These sectors see increased investment in the form of Cooperative Research Centre (CRC) funding and the ARC administered Industry Transformation Hubs and Training Centres (ITTC) programs. QUT is host to the Mining Equipment, Technology and Service (METS) Growth Centre and is actively engaged with a number of others.

QUT has always been a strong participant in the CRC program and continues to engage strategically. QUT is a key participant in three CRCs that were funded in 2019 (Round 20) – Future Battery Industries CRC, Future Food Systems CRC and SmartSat CRC. In the current Round 21, QUT is participating in three CRC bids that have been shortlisted for stage 2 of the application process. Preparation for CRC bids for submission in 2020 is also underway.

QUT is a partner in the ARC Training Centre for Multiscale 3D Imaging, Modelling and Manufacturing; participates in the ARC Training Centre for Future Energy Storage Technologies; and the ARC Industrial Transformation Research Hub for Microrecycling of battery and consumer wastes; and has now been awarded the ARC Industrial Transformation Training Centre for Joint Biomechanics.

The focus of Advance Queensland initiatives is on creating jobs, attracting global companies, encouraging collaboration between industry and universities and fostering entrepreneurial activity in the economy with a particular focus on regional areas. QUT is engaging strategically and successfully with these programs, as well as in key areas identified as priority sectors for which the Queensland Government is developing 10-Year Roadmaps. These priority sectors guide the choices for QUT's research and innovation strategy and investment. QUT has had significant success in the Advance Queensland fellowships program and the university supports these fellows through matched cash funding.

While much of our research activity will be inspired by the challenges facing the State and National economy, our choices will always have global relevance and offer opportunities to work with leading international research groups and end users. This is pertinent for QUT's areas of research strength and priority where we will proactively partner with the world's leading institutions and corporates largely in North America, Europe and increasingly in parts of Asia. These partnerships will be critical for the quality and impact of our research, for broadening the funding base and to contribute to our global brand, especially via international rankings. We will benchmark our performance with the world's leading technology universities.



The source countries of QUT's international students also provide opportunities and networks for research linkages in areas where QUT has capacity to solve local problems. QUT will also undertake a set of activities to build research capacity and human capital in the universities and research institutions of some of our near neighbours that can benefit from QUT's experience in bootstrapping from a very limited research base to world class capability in a short period of time.

### **RESEARCH TRAINING**

QUT is transforming its research training programs to produce graduates who are agents of change, entrepreneurial and capable of participating broadly in society and the innovation economy.

In response to a commissioned review of its research activities in 2016, QUT identified the need to refresh its HDR programs, and in particular its Masters by Research offerings. As a consequence of a broad consultative process it successfully introduced a centralised Master of Philosophy in the second half of 2017 to replace previous faculty-based offerings and this was inclusive of a new targeted scholarship approach and centralised shared milestones to improve completions rates. The award was developed to respond to the university's vision by providing students with opportunities for close partnership with the community, research that crosses disciplinary boundaries, access to deep technological capabilities, and a broad framework of training, development and placement options that will build graduates who can be entrepreneurial agents of change. In 2017, the QUT PhD program was also accredited to incorporate this approach and further deliver this vision.

As part of this journey, and in light of the review and QUT's response to recommendations provided by the ACOLA Review of Research Training, QUT is reviewing its student and supervisor research training offerings. QUT has a strong history of delivering transferable skills through its management of the e-Grad School Australia over the past 12 years, and this commitment to delivering high-quality, bespoke and relevant training to HDR students has ensured that a new QUT-based framework of offerings will reflect current best practice in the sector and deliver on identified areas of need. QUT has now established a Graduate Research Education and Development unit to coordinate, develop and deliver this training.

Through this new framework, QUT is enabling all HDR students to access international and industry experiences that will supplement their research training and build on their transferable skills, develop valuable networks and prepare research graduates for transition to broader employment sectors. QUT offers a variety of industry engagement experiences to suit the needs of all HDR students including industry internships, industry funded projects and industry mentoring schemes. These programs were introduced in 2018 and we now have between 10 and 20 internships being undertaken by HDR students per year and approximately 30 students being formally mentored by industry partners. It is anticipated that there will be capacity to collect data to report internally and externally to articulate QUT's research training profile. This will involve taking a holistic approach that begins the student journey at point of recruitment and continues through to the potential contribution that graduates can make as part of the alumni in building a rich and vibrant research training community.

### **RESEARCH TRANSLATION AND COMMERCIALISATION**

QUT has created a Division of Business Development with responsibility for building relationships with leading national and international organisations in QUT's areas of research and teaching and learning strength. This will involve identifying organisations whose operations would benefit from collaboration with QUT, engaging with such organisations to develop formal relationships, and managing those relationships to ensure long-term investment and engagement.

An Office of Industry Engagement (OIE) is being established to progress the associated strategy. The OIE will comprise a high-performing and experienced industry engagement team that works with researchers and their teams to raise research funding and build sustainable relationships with government agencies, industry, not-for-profit organisations or investors. Key responsibilities for the OIE will include:

- leading research industry engagement and commercialisation through identification and establishment of partnering and knowledge transfer opportunities

- working effectively with key internal stakeholders to identify opportunities, support relevant initiatives, follow-up on business leads and support the establishment of long-term external relationships
- establishing and maintaining relationships with significant strategic partners, and
- assisting in the delivery of education programs that evolve QUT's business development and knowledge transfer culture.

This strategy is expected to enhance industry and stakeholder engagement, knowledge transfer and benefit to industry and stakeholders. It will significantly boost QUT's research income and research impact, numbers of HDR students obtaining industry experience, the number of licensing arrangements, and private equity investment into QUT start-up companies. These measures of success will be closely monitored.

#### **OPEN ACCESS TO RESEARCH PUBLICATIONS AND DATA**

Repository-based open access is QUT's preferred model for supporting open access to research publications and data. The institutional publications repository, [QUT ePrints](#) promotes QUT research to a global audience by making the outputs of this research freely accessible online and, where possible, licensed for re-use. QUT's Open Access Policy ([F/1.3](#)), which was updated in 2018, requires the provision of an author manuscript version of all peer reviewed journal articles and published conference papers which are subsequently made available via QUT ePrints under a Creative Commons non-commercial Licence. This practice is underpinned by the university's Intellectual Property Policy ([D/3.1](#)) which affirms that QUT retains a perpetual, non-exclusive licence to use scholarly works created by staff in the course of their employment; including the right to make the author manuscript version available via QUT ePrints. The repository holds 53,527 full-text research publications; 46,501 (87%) are freely accessible to the public. Cumulative usage data shows that these documents have been accessed, by people external to QUT, over 27 million times (data sourced September 2019).

Where the most appropriate publication choice is a high-quality, peer reviewed, fully open access journal, the university may cover any associated article processing charges (eligibility criteria apply).

QUT supports open access infrastructure including Creative Commons, Australasian Open Access Strategy Group (AOASG), Directory of Open Access Journals (DOAJ) and publishes four academic-led open access journals ([International Journal for Crime, Justice and Social Democracy](#); [International Journal of Critical Indigenous Studies](#); [Law, Technology and Humans](#); and [Student Success](#)). QUT also provides training and advice on open access publishing and open scholarship.

[Research Data Finder](#) (RDF) is QUT's discovery service for research data created by QUT researchers. It contains 299 records of research data, of which 234 (78.3%) are linked to the open datasets (data sourced September 2019). Some of the open access datasets are stored locally at QUT, while others are stored externally on national infrastructure (Q-Cloud), general data repositories such as [figshare](#) or discipline-specific data repositories such as [GenBank](#). The QUT Management of Research Data Policy [D/2.8](#) states that research data will be made available for access and re-use by other researchers subject to any contractual, ethical, privacy or confidentiality matters. Metadata will be made available to other researchers via open access repositories and, where appropriate, the data may be made available under open access licences or via negotiated or controlled access. The policy is currently under review.

The F.A.I.R. data principles (Findable, Accessible, Interoperable, and Reusable) guide best practice, foster recognition and credit for research and enable cross-disciplinary and globally collaborative research. Making QUT research data F.A.I.R. demonstrates QUT's commitment to accountable research, the effective use of data generated from public funds and the alignment of QUT resources to strengths and priorities.

## EQUITY

QUT's Indigenous Education Strategy 2019 articulates the university's goals and priorities in respect of Aboriginal and Torres Strait Islander teaching and learning, research, employment and cultural sustainability. QUT continues to work to support Indigenous students to complete their studies through a range of strategies including:

- access to the Oodgeroo Unit and the Indigenous Research and Engagement Unit which provide targeted student support services to both undergraduate and postgraduate students
- each Indigenous student has an assigned academic advisor who monitors and tracks that student's progress
- access to Keystones of Success: Supporting our Future Leaders program which provides tuition and study support.

The Oodgeroo Unit is QUT's Aboriginal and Torres Strait Islander Student Success Unit providing admission pathways, services and facilities that are culturally supportive and responsive to Aboriginal and Torres Strait Islander undergraduate student's learning needs. As well as providing learning support, advocacy and information, a range of programs are delivered within the Unit in partnership with faculties and other service areas, which achieve improved outcomes to recruitment, retention and academic achievement and completion of courses for Aboriginal and Torres Strait Islander Students. This includes:

- The Centralised Assessment and Selection Program (CASP) and the Keystones to Success Program. CASP provides culturally responsive entry pathways for undergraduate prospective Aboriginal and Torres Strait Islander Students
- The Keystones to Success Program supports learning outcomes matching appropriate tutors to Indigenous students. The program also includes access to learning lounges and 24-hour computer labs identified within the Unit.

The Indigenous Research and Engagement Unit provides strategic leadership and advice across the university in relation to:

- increasing and strengthening Indigenous research capabilities across the university through the implementation of QUT's Indigenous Research Strategy
- the recruitment and supervision of Aboriginal and Torres Strait Islander HDR students
- the full-time employment of an Indigenous Postgraduate Programs Officer to ensure success via Indigenous HDR student centred activities and support, and
- development of capacity building activities for all QUT staff in the supervision of Indigenous HDR students.

QUT's outreach strategies aimed at stimulating interest in tertiary study among people from low SES and Aboriginal and Torres Strait Islander backgrounds are outlined under '*Strategies to increase aspirations and advice to school students on study options*' below.

QUT's strategies for the retention and success of equity group students were outlined under '*Strategies to reduce the proportion of students that do not complete their course (including for students from regional and remote areas)*' above.

The retention and success ratios of QUT's equity group students are close to parity and most are higher than the ratios nationally.

The Oodgeroo Unit and the Indigenous Research and Engagement Unit both have a range of recruitment strategies which work in partnership with other internal QUT services, Indigenous Community Organisations, and Industry to specifically recruit and promote QUT as a university of choice to Aboriginal and Torres Strait Islander students from rural and remote areas. This includes a range of camps which target Indigenous School students from rural and remote locations.

Workforce participation rates are higher for people with university level qualifications than for those with lower levels of education. Therefore, QUT's comprehensive widening participation program, enacted in low-income regions north of Brisbane, aimed at stimulating demand in higher education among school students and prospective adult students (see '*Strategies to increase aspirations and advice to school students on study options*' below) will contribute to reducing unemployment.

QUT provides all its students with a range of support services. Services provided for relocating students include:

- *Targeted pre-enrolment communication*– all domestic relocating students are sent an email after the major QTAC offer rounds which provides information about living in Brisbane, accommodation services, relevant Orientation Week activities, equity scholarships, part-time employment, getting help with their studies, and information for parents.
- *Welcome phone calls* – post offer, all relocating students are given a welcome call by a Student Success Advisor and provided with information and referral to support services and resources as appropriate.
- *Orientation Week* –
  - All domestic relocating students are invited to attend a student-led session coordinated by Widening Participation staff which covers life on campus, accommodation and transport options, learning, personal, and financial support.
  - The Student Engagement team run the two-day KickSTART program to prepare students for university life. This includes a session for students new to Brisbane with information about accommodation options and things to see and do in Brisbane.
  - A number of other Orientation Week sessions are relevant to relocating students. These include sessions for parents and partners of commencing students, and sessions focused on accommodation and settling into Brisbane life, as well as those on learning support, personal resilience, and social activities.
- *Accommodation Services* – unlike many other universities, QUT does not own accommodation. Instead, QUT's Accommodation Services acts as a broker to match students to the most suitable option for them.
- *Scholarships* – QUT has a large and effective Equity Scholarships Scheme, with approximately 2,500 scholarships awarded each year to those with financial hardship and complex life circumstances. The criteria for awarding Equity Scholarships and Bursaries include disadvantage based on relocating from a regional or remote location. Within this broad scheme, QUT offers several equity scholarships specifically targeted at low income students from regional, rural or remote areas:
  - Tim Fairfax AC Regional and Remote Learning Potential Fund Scholarships for domestic undergraduate students from rural or remote areas who are experiencing financial hardship
  - Laurie Cowled Learning Potential Fund Undergraduate Scholarships for female domestic undergraduate students from rural or remote areas who are experiencing financial hardship (for students studying in faculties of Science and Engineering, Creative Industries or Education)
  - CS Energy Learning Potential Fund Scholarship for domestic students from rural or remote areas who are experiencing financial hardship (for students studying a Bachelor Degree in Engineering/Science)
  - Indigenous Relocation Scholarship (Commonwealth-funded) for students of Aboriginal or Torres Strait Islander descent experiencing financial hardship.

See also the support services listed under the '*University Retention Strategies*' section above.

Specialised transition-in programs targeted at supporting specific student cohorts are offered prior to Orientation week, include 'Explore Uni' targeted at rural and regional students and delivered by Equity, Pre-Orientation Program (POP) delivered by Oodgeroo Unit, and 'Kickstart' coordinated by Student Engagement. Improvements to the onboarding experience through the QTAC Conversion project will increase the touchpoints available for 'early engagement' with commencing students.

Our annual calendar of cultural events includes involvement from various community groups and collaboration with relevant local and state bodies (e.g. Brisbane City Council, and Multicultural Affairs Queensland). Our Sport program also provides multiple opportunities for collaboration with schools and community sporting organisations to access university facilities.

QUT has a comprehensive program of Widening Participation activities for school students and potential adult learners from all equity groups, including low SES and Indigenous, which aims to:

- Build awareness of available higher education and career opportunities and how to access them
- Build aspiration, particularly the desire for tertiary study
- Increase motivation, engagement and achievement among school students
- Build awareness of available financial assistance of low-SES prospective students, and
- Increase Equity Scholarship and OP/Rank adjustment scheme applications to assist low-SES and Aboriginal and Torres Strait Islander students to gain access to higher education.

QUT partners with 34 low SES schools (Years 6-12) in North Brisbane and Caboolture to provide widening participation programs as part of the Queensland Widening Participation Consortium arrangements, plus another 30 low SES secondary schools. Widening participation programs include Explore Uni on-campus days/camps; in-school curriculum enhancement activities; career development services; parental and community engagement; teacher professional development; encouragement awards (Years 10-12); and ATAR adjustments and guaranteed scholarships.

This strategy builds on existing collaborative partnerships with low SES schools; TAFE Queensland (Brisbane); other Queensland universities (through the Queensland Widening Tertiary Participation Consortium); multiple Indigenous community organisations; the Pasifika community; and The Smith Family.

The Outreach team includes two fully qualified career counsellors, one of whom is Indigenous, who assist with the careers focus of the overall program.

Prospective students are provided access to Career Educators within the Future Student Team to provide career advice and course selection to prospective through to enrolled students in their first year.

## LABOUR MARKET OUTCOMES

All courses are designed, as far as possible, for the future of work, not for work as it is currently known, and this is achieved by embedding valuable transferable skills to allow graduates to adapt in their work environments. Courses are also developed to meet emerging priorities, for example, in 2019 new courses aimed at building skills in aged care and Indigenous education have been accredited. For the anticipated skills gap that current Australian workers face, postgraduate courses that prioritise skills such as problem solving, innovative thinking and data analysis have been developed. Short courses in project management, data analysis and legal implications of digital technology within workplaces are offered through QUT Online and QUTeX. Micro credentials are also being developed to provide recognition of experience and learning in areas that are valuable to current and future employers. These credentials will allow learners to demonstrate specific skills to employers but also provide a pathway to further postgraduate study.

**Employability:** We continued to embed the QUT Career Development Learning Framework in undergraduate curricula and support undergraduate, postgraduate coursework and HDR students and alumni to develop their employability through investment in a number of strategic initiatives: continued innovation and expansion of work integrated learning including entrepreneurial WIL; authentic learning and assessment in all units; the creation of a number of alternative credentials and micro-credentials in partnership with third-parties; further expansion of the portfolio of QUT online postgraduate courses and of QUT's executive and corporate education offerings through QUTeX.

The 2018 Department of Training and Education report on *Improving retention, completion and success in higher education* made two recommendations regarding career advice for school students on entry to, and throughout their university journey. QUT is now well-positioned to meet these recommendations with a Massive Open Online Course, Kickstart Your Career, developed in partnership with a number of Brisbane high schools, and a suite of online learning experiences, Employ Your Ability, co-designed with students and faculty staff. These online resources are underpinned by an evidence-based Career Development Learning Framework, designed to help our students develop skills to enable them to thrive in the future world of



work. These proactive resources put QUT in a strong position for innovative career and employability skills to be a core part of the QUT experience.

The re/accreditation of all courses includes an analysis of developments in the relevant labour market. Course design draws upon research of peak bodies on the skills and knowledge needed for future work to ensure that courses are being developed as future-focused to provide graduates with skills that can be adapted for changing employment and careers. Research expertise and industry partnerships are utilised in developing courses that meet emerging areas in the labour market as well as courses to bring about change. Examples include new postgraduate courses commencing in 2020 in Emergency and Disaster Management, Aged Care and Genomics.

## **SECURITY AND DATA MEASURES**

Awareness with key stakeholders during the beginning of the year largely focussed on the introduction of the Foreign Influence Transparency Scheme Act 2018 (Cth) (commenced on 10 December 2018) and determination of its applicability to our existing activities. We have a plan to enhance the identification and deterrence of foreign interference activities by engaging with responsible officers in 2020 to develop and implement processes to assist in the identification of instances where registration with FITS is required.

Furthermore, during the latter part of 2019, QUT stakeholders participated in the review and formal response to the draft University Foreign Interference Taskforce guidelines issued by the Commonwealth, and introduced by the National Security Legislation Amendment (Espionage and Foreign Interference) Act 2018 (Cth) into our university compliance program.

In 2020 we are working to integrate the risk of foreign interference to the university's existing risk management framework, and review due diligence processes and new agreement processes. Key to risk mitigation will be appropriate training and awareness that we will institute for relevant staff.

As per the draft UFIT Guidelines, QUT will educate and inform the wider QUT community of the risks of foreign interference and how to utilise the Guidelines and support mechanisms set out in the Guidelines. The positive experience from the Defence Export & Trade Controls and the application of safeguards from the sanctions regimes of the Commonwealth will assist in this process.

Per our normal compliance processes under the University-wide compliance management program, the University will incorporate the new legislation into the register of compliance obligations, assign responsible officers and identify and commence development of relevant compliance and risk controls. Additionally, a legislative alert will be issued to key stakeholders to raise awareness and trigger a formal process of consultation to assign responsibility for the development of risk and compliance controls.

In relation to identification of the risk and deterrence, QUT's Information Security department has confirmed that QUT's cyber security program aligns to the UFIT guidelines for cyber security, with a range of preventative measures in place.

QUT treats cyber security as a whole-of-organisation issue and has allocated dedicated resources to developing and running a comprehensive cyber awareness program. A well-developed cyber security engagement plan that includes compulsory training modules, face-to-face workshops, and a 'security champions' program is currently promoting and developing awareness of cyber security. The cyber awareness program is focussed on building awareness within the QUT community so that users can identify threats before taking actions that may lead to compromise.

QUT Information Security monitors a broad range of technical security controls designed to protect QUT's information assets and has well established access control and mature user lifecycle management processes. These controls and processes have been designed using a threat modelling approach that mitigates risks relating to cyber threats including those coming from state-sponsored and criminal groups. This approach is underpinned by a continuous risk assessment process that considers new information from peer universities, threat intelligence partners, and state and Australian Government agencies.

In the case of incidents, there are well-developed Security Incident Response processes that clearly define the roles and responsibilities during all phases of the incident – Detection, Analysis, Containment, Eradication, Recovery and Post Incident Clean-up. Additionally, QUT has a Crisis Management Team (CMT) that is engaged during events with extreme consequences. Crisis management exercises are held frequently to ensure this process is well understood.

QUT complies with the Australian Cyber Security Centre's "Strategies to mitigate cyber security incidents" through the execution of a Cyber Security Program to provide significant maturity improvements in the areas of Community Engagement, Governance, Identity and Access Management and Technical Threat Management. As part of this program, QUT is implementing an ISO 27000 compliant Information Security Management System (ISMS), adopts the Australian Cyber Security Centre recommended controls where practical, and aligns with the Queensland Government Information Standard 18 (IS:18). Cyber Risk is a standing item on the Risk and Audit Committee agenda which is also shared with the QUT Council to ensure the current cyber threat landscape is well understood at all levels within QUT. Additionally, QUT maintains a legislative compliance register to ensure current and emergent legislative commitments are identified and addressed.

QUT has a comprehensive Security Testing and Vulnerability Testing program that provides an accurate view of our vulnerabilities, enabling the prioritisation of remediation activities. New systems are tested prior to release as per of the project lifecycle. QUT has mature Operating System patching processes that target the application of patches within 30 days of release.

Furthermore, ensuring QUT is highly engaged with industry peers, we are active in the Council of Australian University Directors of Information Technology (CAUDIT) Cyber Security Community of Practice and actively share threat intelligence with multiple external organisations including AusCert and the Australian Government's Joint Cyber Security Centres (JCSC). Bolstering our preparedness and responsiveness QUT has a Cyber Insurance Policy that provides up to \$10M of coverage.

In terms of data measures, QUT's on-premise data storage physical infrastructure is maintained and supported by a dedicated group within Digital Business Solutions. This hardware is under current vendor maintenance agreements with updates and faults dealt with by vendor staff in a timely manner. Regular review meetings are held with the vendors to discuss open cases and in progress work.

Enhancing QUT's monitoring, QUT has an agreement with a third-party Penetration Testing provider and a security testing plan is in place that targets critical systems. Additionally, new systems are tested prior to release as per of the project lifecycle.

Cloud data storage is becoming increasingly prevalent and all contracts with third-party vendors must ensure that data protection is included in any arrangements put in place as part of the Queensland Information Technology Contracting (QITC) Framework. The contract must also address the issues of concern relating to security, reliability and data ownership.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

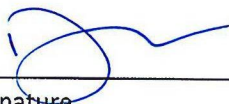
by

DOM ENGLISH

Full name (please print)

FIRST ASSISTANT SECRETARY, HIGHER  
EDUCATION  
Position

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

  
Signature


17 February 2020  
Date

In the presence of:

MICHELLE TAN

Witness (please print)

DIRECTOR, FUNDING POLICY AND PAYMENTS  
Position or profession of witness (please print)

  
Signature

SIGNED for and on behalf of

QUEENSLAND UNIVERSITY OF TECHNOLOGY

Prof Margaret Sheil  
Full name (please print)

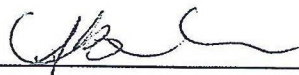
Vice-Chancellor  
Position

  
Signature

In the presence of:

Amanda Bell  
Witness (please print)

Executive Assistant  
Position or profession of witness (please print)

  
Signature