Australian Government
Department of Education, Skills and Employment

NPILF Pilot (2022-24)

Guidance Document

Updated: 17 February 2021

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Introduction

1.1 Purpose

This document is a practical guide developed to support Table A providers to implement NPILF. It provides templates, metric definitions and explains requirements of providers for the NPILF pilot, which will be from 2022-24.

1.2 NPILF

The NPILF will allocate block grants to providers to support enhanced engagement with providers and industry to produce job-ready graduates. The key objectives of the NPILF are to:

a) increase the number of internships, practicums and other innovative approaches to work-integrated learning across all disciplines

b) increase the number of STEM-skilled graduates and improve their employment outcomes

c) reward providers for the development of partnerships and collaborations with industry.

1.3 Key terms

In this document, the following definitions apply:

Industry is inclusive of business, government, NGOs and the community sector.

Provider or institution are used intermittently and refer to Table A providers, to which NPILF funding applies.

STEM-skilled refers to the skills expected to be gained from tertiary fields of education such as science, technology, engineering and maths. STEM-skills include (but are not limited to) critical thinking, creativity, collaboration and problem-solving. The concept considers both broad education in discipline content as well as the scientific method.

University-industry engagement refers to partnerships between providers and industry (encompassing business, Government, NGOs and the wider community) through teaching, learning and research, which provide for the mutually beneficial exchange of knowledge and resources.

Work-integrated learning refers to student experiences of work within curriculum (or as co-curricular), undertaken in partnership, through engagement with authentic and genuine activities with and for industry, business or community partners, and which are credit-bearing and assessed.

1.4 General Instructions

Providers will be required to submit a plan to the department in August 2021, which reflects the intended NPILF activities for the three-year NPILF pilot (2022-24). NPILF plans will be on a template provided by the department (at **Appendix B**) and submitted to NPILF@dese.gov.au.

A request will be sent to Table A providers via email prior to August 2021 to remind them of what is required. The department expects NPILF documentation (including plans, touch points and final reporting) to have Vice-Chancellor sign-off. In the first instance, emails regarding NPILF will be sent to the office of each Vice-Chancellor.

There will be annual accountability for providers at touch points in December each year and a final report will be due in December of the final year of the pilot.

The department will undertake an evaluation of the NPILF framework, based on implementation of the pilot.

1.5 Privacy and Publishing

Handling of NPILF data will comply with the *Privacy Act 1998*.

NPILF case studies will be published on the DESE website to share good practice. This may be a selection of excellent examples or the complete series of all case studies. In addition, the case studies may be aggregated into reports or infographics.

1.6 Legislation and further assistance

The NPILF will operate through Part 2-3 (Other grants) of the *Higher Education Support Act 2003* (HESA), which is available to view on the Federal Register of Legislation.

For information about NPILF and how it is administered, refer to the *Other Grant Guidelines (Education) Amendment (No.3) 2020*, which is available to view on the Federal Register of Legislation.

To review the high-level design of the NPILF framework, refer to the NPILF Final report.

For questions, comments or feedback regarding NPILF or this Guidance Document, please contact the department via NPILF@dese.gov.au.

NPILF framework

The framework requires providers to undertake activities in line with the three priorities and demonstrate them to the department through metrics and case studies of their choice.

A NPILF plan will be submitted to the department prior to the commencement of the three-year pilot (2022-24). The plan will comprise:

- Three metrics – one per priority, and
- Three case studies – one per priority.

Table 1: Metric and case study combination to make six

WIL	STEM-skilled	Industry partnerships
1x Metric	1x Metric	1x Metric
1x Case study	1x Case study	1x Case study

2.1 Metrics

The NPILF metrics are listed in **Table 2**. A provider will select a metric and determine a target against it. Targets allow providers flexibility to achieve at a level that is relevant to their circumstances and mission. Where collection methodologies vary between providers, institutionally collected metrics may not be comparable across the sector.

Table 2: List of metrics that a provider can select a target against

WIL	STEM-skilled	Industry partnerships
1. Work-integrated learning	5. Employment outcomes for STEM degree graduates	9. Industry-linked programs, collaboration or partnerships
2. HDR students undertaking internship/placement	6. STEM course graduates	10. Income from industry engagement
3. Work experience in industry (WEI) units	7. STEM-skilled graduates	11. Income from research
4. Co-designed courses	8. Equity groups undertaking 'core' STEM courses (excluding health/architecture)	12. Academic workforce actively from industry
		13. Graduate employment outcomes
		14. Co-designed courses
		15. Shared facilities, infrastructure or co-location by industry

Green font denotes data already collected by government

Note that in **Table 2** 'co-designed courses' is listed under both WIL (number 4) and Industry Partnerships (number 14) as it is potentially relevant to both priority areas, however a provider will only be able to choose one or the other in the pilot.

When choosing a metric, a provider will set a corresponding target that reflects a positive outcome and is in line with their mission and circumstances. For example, the target may be a proportionate increase or maintenance of top performance/excellence and may focus on a particular equity group, faculty or known barrier. The target must be specific, measurable, achievable, realistic and

time-bound (i.e. the three-year pilot) while reflecting some positive outcome. It will state the data source to be used and the anticipated outcome. The department will approve the proposed metrics and targets as part of the assessment of the NPILF plan (see assessment criteria at **section 5.2**).

Where data are collected by Government, the existing data source must be used. For example, where 'STEM course graduates' is selected as a metric, providers will not submit institutional data; the department will source the relevant data from HEIMS. Where the target stipulates a cohort, for example science graduates, the department will source only the relevant data that reflects the target.

Where data are not collected by Government, institutions will outline in their plan what data they will use to demonstrate performance against the metric they have selected. Data must be robust enough to demonstrate self-improvement (or maintenance of excellence, where appropriate) and may be published for the purposes of transparency.

Where institutional data are to be provided to the department, the provider will need to contextualise it in the NPILF plan, in particular:

- The data intended to be used, including a definition or inclusions and exclusions, to describe exactly what is being captured.
    - For example, if 'Industry-linked programs, collaboration or partnerships' is selected, a provider would include in their plan a definition of what they are collecting under this metric.
- Baseline data to contextualise the target i.e. the provider should include the most recent data of the selected metric in the submission alongside their target.
    - For example, where 'Industry-linked programs, collaboration or partnerships' is selected, the provider would need to quantify the current level of these partnerships and how far it wants to increase this number e.g. baseline of 10, and the target is to increase this number to 20, or increase by 25% etc. at the completion of the pilot.
    - Where baseline data does not yet exist, the provider must clearly outline in the plan that they will use the first year (or relevant time period) of the three-year cycle for baselining.

There is no metric that is required to be selected by any or all institutions, and the metrics that are selected for the pilot do not need to be retained beyond the pilot phase of the program.

Metrics and relevant targets will be selected by the provider. A provider should consider the programs it is implementing (new, ongoing or ceased) and determine which metric and target will best demonstrate performance by the reporting point of the cycle, taking into account any time lag relevant to that metric (e.g. employment outcomes).

A metric may be able to be amended using a 'fast fail' in the first 12 months only (see **section 4.4**).

Metric examples

Metric	**Example target** **Must be a SMART goal*	**Data**
Work-integrated learning	Increase the proportion of science students [include institutional definition of this] undertaking a WIL experience by the end of the three-year cycle from [current proportion] by 25% points.	Institutional data
Co-designed courses	100% courses in the science faculty are co-designed with industry (or reviewed in conjunction with industry) with a sign-off date within the last three years, by the end of the cycle.	Institutional data
STEM-skilled graduates	Increase the proportion of all non-STEM graduates with a STEM-unit completed from [e.g. 50%] to [e.g. 65%], by the end of the cycle.	Government data
Income from industry engagement	Increase research income from industry by 20%, by the end of the cycle.	Government data

Providers will state their metrics and targets on the template at **Appendix B**, with a separate page for each metric, and submit them to the department as a part of the NPILF plan by 31 August 2021.

2.2 Case studies

Providers will submit three case studies in their NPILF pilot plan – one for each priority. The proposed case studies are submissions that reflect the activity (e.g. a program, pilot project or strategy) that a provider is undertaking for the three-year pilot. Case studies will require both quantitative and qualitative evidence to demonstrate outcomes.

There are two types of case studies – best practice and innovations. There is no requirement on which type a provider must choose however, the provider must state in their plan which 'type' each case is.

Type 1 – 'Best practice'

These case studies are a demonstration of best practice or an expansion of a program with a track record of success. Providers should present institutional data, in addition to qualitative evidence, to demonstrate performance. For example:

i. Programs which target internships in SMEs (WIL)

ii. STEM-based microcredentials taught through industry partners to upskill existing workforce (STEM-skilled)

iii. Start-up and entrepreneurship programs (Industry partnerships).

Type 2 – 'Innovation'

These case studies are highly innovative by nature and seek to 'turn the dial'. These may be pilot programs implemented on a small scale but with potential to be scaled up or they may be highly unique and meet a specific community need. Creativity, risk-taking and innovation are encouraged through these types of cases and a tolerance to failure will be built into the assessment i.e. assessment is against the plan at commencement and the learning of failure, not the outcome of the program. This means that where a provider does not achieve the expected outcome of a case study, the requirements can still be met by providing evidence of what was implemented and what was learned from the process. These learnings will help drive behaviour change in the institution and ensure growth across the three priority areas. For example:

i. Internships in student start-ups or founder matching programs (WIL)

ii. STEM-skills embedded across all degree programs (STEM-skilled)

iii. Increased scale of an industry-university joint marketing initiative (Industry partnerships).

In the plan, a provider will document each case study's name, type, purpose, description and impact of the program, the data sources to be used (quantitative and qualitative) and the evaluation methodology, with a two-page limit per case. The department will approve each proposed case study (there will be three for the pilot) as part of the assessment of the NPILF plan (see assessment criteria at **section 5.2**).

Providers will submit their proposed case studies on the template at **Appendix B**, using a separate page for each case, and submit them as a part of the NPILF plan by 31 August 2021.

Implementation

3.1 The 'Learning year'

2021 is a 'learning year' for the model where the sector and the department will begin to engage with the fund.

In anticipation for the commencement of the pilot in 2022, providers can work with the department to prepare their NPILF pilot plan (see **section 4.2**) and will need to submit it by 31 August 2021.

The department will assess the plan (see assessment criteria at **section 5.2**) and provide advice via email by 31 October 2021 that the plan has been accepted or that it requires negotiation.

To inform implementation effort, the department will work with the sector to disseminate information on good practice including identifying potential demonstration projects at universities that are already making significant progress in implementing relevant initiatives.

Funding is guaranteed for providers in 2021, as outlined in the legislated distribution model (see **section 6.1**).

3.2 The Pilot

The NPILF pilot will run from 2022–24. NPILF plans will already be agreed to before commencement of the pilot.

Providers will have annual touch points in December (see **section 4.5**) and the option to have a 'fast fail' (see **section 4.4**) anytime in the first 12 months of the pilot.

The pilot will conclude at the end of 2024. The department will send a reminder to providers at the end of the pilot to complete and submit their final report (see **section 4.6**).

In the first quarter of 2025 the department will provide advice to those providers that will have a portion of their funding re-allocated and those that will receive a funding bonus, based on assessment of performance in the pilot (see **section 6.2**).

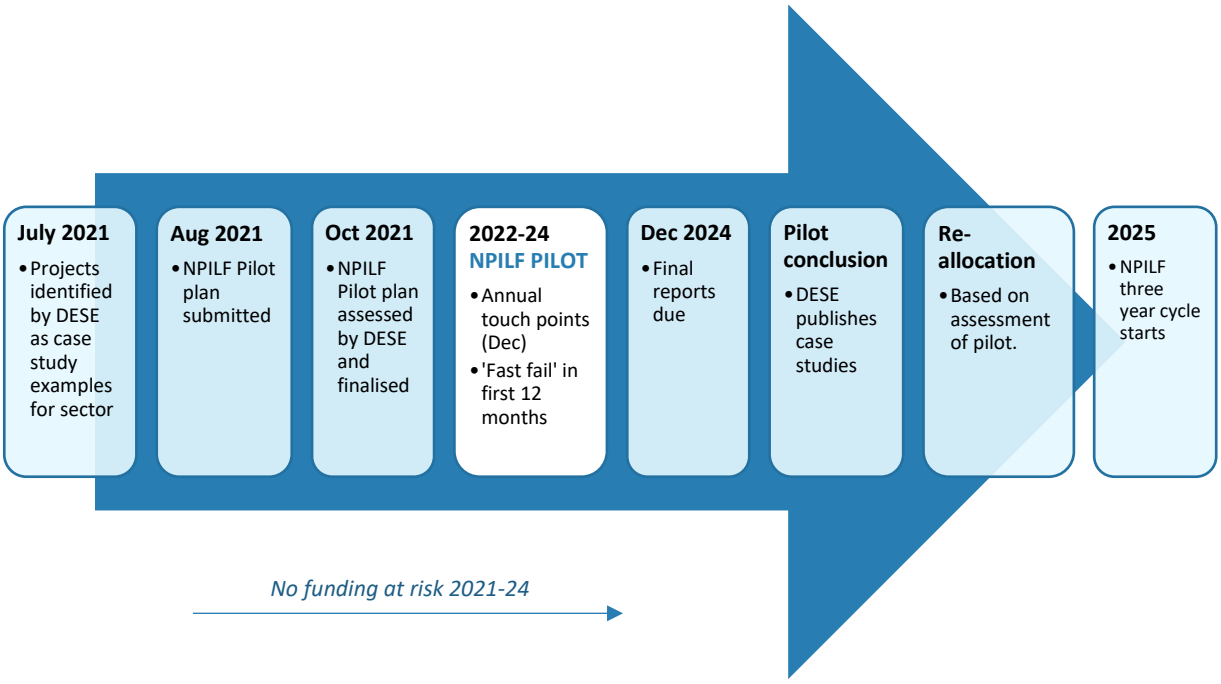
Documentation

4.1 Expected activity timeline

The NPILF pilot is for three years, with annual touchpoints to maintain accountability.

While the activities and the measurement of performance are flexible in that providers can choose what they want to pursue, there are requirements that all providers will have to meet throughout the three-year cycle (see **Figure 1**).

Figure 1: NPILF timeline 2021-25



4.2 Submit a plan

The NPILF pilot plan is the key assessment tool of the three-year period. The plan identifies the metrics (with targets) and case studies that the provider selects to be measured against.

The NPILF plan will be a single document in Word format. It has a title page, metrics and case studies, with page numbers, standard margins, size 11 and in Calibri font. Each metric and each case study must be completed on a separate template. The templates for the title page, metrics and case studies are at **Appendix B**. Once complete, the NPILF pilot plan (single document) will be submitted to the department by sending to NPILF@dese.gov.au by 31 August 2021.

Metrics with corresponding targets and proposed case studies must be written in line with the SMART methodology, this means they must each be:

- Specific: Well defined; clear; unambiguous
- Measurable: Must specify the data source, that measure your progress toward the accomplishment of the target, must provide a 'baseline' or equivalent
- Achievable: Attainable; not impossible to achieve
- Realistic: Within reach and relevant to both circumstances and mission
- Time bound: With a clearly defined timeline, including aligning with touch points and the three-year NPILF cycle.

The NPILF plan templates at **Appendix B** will be trialed from 2021 with the intention to transition to a smart form to streamline the submission process.

4.3 NPILF plan agreement

The NPILF pilot plan will be submitted to the department by 31 August 2021. The department will assess the plan using the assessment criteria at **section 5.2**. The department will provide formal advice to each provider by 31 October 2021 that their plan has either:

- been agreed to, or
- requires negotiation.

Prior to 31 October 2021, the department may contact the provider to confirm or amend minor details before agreeing to the plan. This may be informal and isn't considered 'negotiation'.

Where a provider's NPILF plan requires 'negotiation', this advice will be provided in a formal request from the department. The formal advice will include specific details about which components of the plan need reworking and the assessment criteria upon which this decision was based.

The provider and the department will work in partnership to update the plan to ensure that it is meeting the expectations of the department and in line with the aspirations of NPILF. The submission of the updated plan will be within a timeframe set by the department, taking into account the volume of changes to the plan that are required. The collaborative nature of the negotiations means that formal agreement from the department is expected soon after the subsequent submission has been received. All plans will be finalised in 2021 before the commencement of the pilot in 2022.

4.4 Fast fail

A fast fail allows a provider to 'pivot' to another activity where the activity in the original agreed plan is decided not to be continued. This guideline is aimed to encourage risk taking in the planning as well as implementation of activities, as it allows for failure and a change without penalty.

A provider can only seek a fast fail in the first 12 months of the pilot, meaning that a fast fail request will not be accepted in the second or third years.

To seek a fast fail, a provider is required to contact the department via NPILF@dese.gov.au requesting to change from the agreed plan to another activity. A request can be sent at any time during the first year. The request must include:

- evidence-based reasoning as to why the original activity is no longer viable
- the new activity, as presented in the relevant template (metric or case study) at **Appendix B,** to be included in the plan in place of the other.

The department will make a decision on the fast fail request (i.e. exiting the original activity and assessing the new activity), using the assessment criteria at **section 5.2**.

There is no limit to the number of fast fails that could be requested/approved, as long as the above requirements are met.

4.5 Annual touch points

Touch points will occur in December 2022 and 2023 and will provide an opportunity for a provider to review their activities and ensure that they are on track to meet their targets/expected outcomes by the end of the pilot. Providers will be required to complete the touch point template at **Appendix C** and submit to NPILF@dese.gov.au.

Touch points are not anticipated to be onerous and will require providers to complete the template, which either:

- confirms that the institution is on track to implement the NPILF plan as agreed, or
- outlines the component(s) that are not on track and why (for example: not implemented, not going to plan, behind schedule etc.)

Providers will include the latest data available against metrics/case studies. This data will assist the department to track progress but does not have implications for funding mid-cycle. Many activities will be multiannual in nature, with the outcomes expected at the end of the three-year pilot. Therefore, interim data at touch points is not always required to demonstrate proportionate increases toward the target as the final assessment will be a comparison from baseline.

At the touch point, where there are activities that are not on track, the provider should provide information on how they will address issues.

These touch points will be important in informing the final assessment. It should be clear at touch points that efforts are underway to remain engaged with NPILF.

For example, if at the end of the cycle, a provider has not attempted to address issues, especially where activities were determined as not on track at a touch point, this may result in the department assessing the provider as not meeting the relevant metric or case study.

Where there has been an activity that didn't go to plan, the lessons learned will be as important as the outcomes achieved in informing the overall assessment at the conclusion of the pilot.

4.6 Final report

Providers will submit their final report at the end of the pilot. The final report will ask providers for quantitative and qualitative data that directly reflects the NPILF plan, the final report template is at **Appendix D**.

The metric template primarily requires quantitative information. Providers will state if the metric has been met or not, based on the data provided.

The case study template asks providers to report on key performance indicators, the overall impact and lessons learned of the case study.

The rigorous assessment of the NPILF plan at the commencement of the pilot means that where case studies were implemented as planned, or largely similar to what was represented in the NPILF plan, this will result in the case study being met at final assessment.

A key objective of the program is to encourage a level of risk taking for the purpose of innovation in the NPILF priority areas. As such, the outcome is not the only aspect that will be assessed at the end of the pilot. Where case studies did not have the expected outcome as what was proposed in the plan, the case study can still be met where the lessons learned and evidence are documented.

The department will send out advice in October reminding providers they must submit their final report by the completion of the pilot.

Assessment

5.1 Key understandings of assessment

- The primary assessment is of the **NPILF plan**, not the final report.
- The final assessment will not be based solely on the outcome of a case study but will consider the implementation of the plan.
    - Where the outcome of NPILF activities is not as expected, the lessons learned from the project are critical.
- Assessment at the end of the cycle is completed by the institution and a report will be provided to the department.
- Assessments made by the department will use the assessment criteria below, which were developed based on the NPILF principles.
- Assessments will result in either meeting or not meeting requirements (i.e. no ratings or scores).

5.2 Assessment criteria

The assessment criteria outlined below will be used in the assessment of the NPILF plan to ensure that the proposed metrics and case studies are in line with the intent of NPILF.

Impact	Will the activity improve student outcomes, notably in a NPILF priority area(s)? Will the activity improve labour market outcomes, including employment of graduates in industry? Will the activity have impact on industry, notably in a NPILF priority area(s)? Will the activity promote institutional behaviour change, either through innovation or implementation of best practice?
Transparent and Collaborative	Is there evidence of collaboration in the design of activities, drawing on the expertise of partners (from industry, education sector or community)? Will partnerships with industry, other education providers and the wider community be enhanced? Will the activity provide mutual benefits to institutions, industry and/or community? Will the provider use the best available reporting, where required?
Flexible	Has the university mission and local community needs been considered either to leverage competitive advantages and/or address a local issue? (i.e. demonstrates flexibility) Has local expertise and influence been used to respond to local circumstances and the needs of community or needs of a particular cohort? Will there be increased supply and/or quality of graduates to meet specific local industry needs (where appropriate)?
Measurable	Has a rigorous evaluation methodology been presented, which has the capacity to demonstrate effectiveness of the proposed metric/case study? Will relevant qualitative and qualitative data be used to measure performance over time (baseline, touch points and final reporting)? Is the target realistic and achievable? Has the SMART methodology been used to frame the proposed metrics/case studies?

Funding

6.1 Base grants

The total amount of funding available for grants under the NPILF for the grant years 2021, 2022, 2023 and 2024 is $900 million, with $222 million available in 2021. For the remaining years (2022–24), this amount will be adjusted annually with indexation. Table A providers will be allocated their base grant amount using a banded methodology from 2021–24 and moving to a base plus per-EFTSL methodology from 2025.

2021 and the Pilot (2022-24)

In line with the *Other Grant Guidelines (Education) Amendment (No.3) 2020*, the base grant amount for each provider will be determined by a banded distribution system. Providers will fall into one of four funding bands, determined based on the number of Commonwealth supported place (CSP) enrolments in the most recent year of verified data. **Table 3** lists the four bands of CSP enrolment numbers and corresponding funding amounts. These amounts will be indexed each year.

Table 3. Four allocation bands for NPILF distribution in 2021-23

Band Criteria (CSPs)	NPILF funding
0 – 9,999	$3.25 million
10,000 – 14,999	$4.75 million
15,000 – 21,999	$7.0 million
22,000 and above	$8.75 million

6.2 Funding beyond the pilot

Base grant

From 2025, a new methodology will be used to determine the base grant amount for each provider, which does not use the funding bands above. It is envisaged that the new model will be based in part on CSP enrolments together with a fixed base component, applied across all Table A providers.

The base amount is yet to be determined. The EFTSL data used in the calculation will be the most recent year of verified data.

The department will advise the sector prior to 2025 of the details of this methodology.

Performance allocations

It is envisaged that there will be redistribution of funding between providers depending on the assessment of performance in the pilot.

Redistribution will occur after the conclusion of the pilot based on performance in the pilot years 2022–24. This means that the first time an outcome of assessment could affect funding will be in 2025.

The funding penalty is applied to the next three years. For example, if a provider received 4/6 in the pilot, this would result in 10 per cent of their funding to be redistributed to other providers each year of the following three-year cycle. However, a provider can demonstrate improvement to bring their funding level back to a full allocation after one year. This means that re-allocation will occur for one year, at minimum.

Redistribution amounts will form a performance pool that will be evenly distributed between the providers that achieved 6/6 in the pilot. The total pool for redistribution can change each year in the case where one or more providers demonstrate improvement and return to full funding allocation in the second and/or third years. Where there is a performance pool to be reallocated, providers that achieved 6/6 in the pilot will be formally advised by the department each year of the bonus amount that they will receive.

At the commencement of a three-year NPILF cycle, allocations will be reset to the base grant amount (see **section 6.1**). This approach means that redistributed amounts will not compound over time.

Re-allocation formula

At the end of the pilot, providers will be assessed, and funding will be allocated based on their performance of delivering the six measures from the pilot.

*Where x represents the number of metrics/cases met, if x < 6, (5 – x) * 10 = percentage reduction*

Effectively, this formula will result in:

- 100 per cent of funding to providers who receive 6/6 or 5/6
- A provider losing 10 per cent of funding for very metric or case study not met thereafter

This formula means that even if a provider achieves 0/6, they will still receive a minimum 50 per cent base funding.

Note: There is no funding to be re-allocated during the years 2021–24.

See **Table 4** below for a summary of the base grant funding amounts for different years, in addition to the performance components, which when put together will determine a provider's allocation each year.

Table 4: Planned funding arrangements summary

	Base grant amount	Performance Component	Allocation Formula (funding per provider per year)
2021 2022 2023 2024	Banded methodology	N/A	Base grant amount only
2025	Base + per-EFSTL methodology	Calculated each year: For providers that deliver 5/6 or 6/6 in pilot: • 100% base grant, plus • an even share in the performance pool redistributed amounts For providers that deliver 4/6 or less in pilot: • base grant minus 10% for each measure not met from 4/6 or less.	For providers that achieve 5/6 or 6/6 measures: **Annual funding = Base amount + Performance Bonus** *Where: Performance Bonus = Performance pool / ∑ of providers 5/6 or 6/6* *Performance pool = ∑ of funding withheld for that year. Performance pool can reduce each year where providers return to base amount* For providers that achieve < 5/6 measures: **Annual funding = Base amount X Percentage reduction** *Where: Percentage reduction = (5 – x) * 10* *x = number of measures delivered*

Appendix A – Metric definitions

A provider will select at a minimum one metric from each priority (column). The metrics are numbered in the table and the corresponding definitions are below.

WIL	STEM-skilled	Industry partnerships
1. Work-integrated learning 2. HDR students undertaking internship/placement 3. Work experience in industry (WEI) units 4. Co-designed courses	5. Employment outcomes for STEM degree graduates 6. STEM course graduates 7. STEM-skilled graduates 8. Equity groups undertaking 'core' STEM courses (excluding health/architecture)	9. Industry-linked programs, collaboration or partnerships 10. Income from industry engagement 11. Income from research 12. Academic workforce actively from industry 13. Graduate employment outcomes 14. Co-designed courses 15. Shared facilities, infrastructure or co-location by industry

Green font denotes data already collected by government

Guidance relating to all metrics:

- Government data is extracted from standardised datasets. This data is comparable across institutions.
- Institutional data is not standardised. Data will be an institutions best extraction according to the prescribed definition and target. This data is not comparable across institutions.
- Institutional data will only be used where a Government data collection is not already available. Therefore, metrics in green font in the list above must use that Government data collection.
- Data used for the purposes of NPILF will always be the most recently available and verified.
- Providers will set a metric from the table above and establish a target relevant to their mission and circumstance that demonstrates improvement (or maintenance of high standing).
- The metrics are as listed in this document and are not up for negotiation. However, flexibility is provided through the 'target' component, which is determined by the provider for departmental agreement as a part of the NPILF plan.
- The proposed targets may be established with reference to a particular cohort or population (e.g. equity group; faculty specific) as determined by the provider.

1. Work-integrated learning

**Institutional data*

Objective

To understand the integration of WIL across the sector. Work-integrated learning refers to student experiences of work within curriculum (or as co-curricular), undertaken in partnership, through engagement with authentic and genuine activities with and for industry, business or community partners, and which are credit-bearing and assessed.

By focusing only on 'credit bearing' WIL, it will focus on the significant investments made in implementing better WIL practices across all domestic students and courses of study.

Definition/data requirements

Consistent with the ACEN definition of work-integrated learning, the WIL experience must be credit-bearing and assessed. As adopted from *Universities Australia*, to be eligible under this NPILF metric, a WIL experience needs to meet three out of four of the following criteria:

1. Integrated theory with the practice of work
2. Engagement with industry and community partners (industry is inclusive of business, government and the community sector whereby NGOs and not for profit organisations are suitable for a WIL experience)
3. Planned, authentic activities
4. Purposeful links to curriculum and specifically designed assessment.

The experience will constitute a minimum of 3-4 weeks duration (or equivalent, depending on the nature of experience) to ensure meaningful engagement with professionals in the workplace and practising application of technical skills.

The five categories of WIL, definitions and examples are taken from Universities Australia report *Work-integrated learning in universities* (2019) and are listed below:

1. **Placements** – where a student is placed within a workplace for any period of time.

Examples: Accreditation placement, Cadetships, Clinical placement, Clinical practicum, Clinical education, Clinical experience, Co-curricular work placements, Community organisation placements, Corporate internship, Extra-mural placement, Industry placement, Internships, Intra-mural placement, Practical placements, Practical work placement, Practicum, Practicum placement, Professional experience placement, Professional internship, Professional placement, Professional work placement, Research practicum, Service learning, Teaching professional practice, Voluntary placement, Work placement

2. **Projects** – an activity designed with and for business with authentic engagement

Examples: Capstone project, Client driven project, Collaborative research project, Community development project, Community projects, Design project, Group project, Group research project, Individual project, Industry based projects, Industry projects, Industry-linked projects, Innovation project, Multidisciplinary project, Projects in the workplace, Research projects, Provider-based projects, Work-based projects

3. **Fieldwork** – learning activities that occur off-campus and in person

Examples: Field experience, Field observation, Field placement, Field study, Field trips

4. **Simulation/virtual** – where a student experiences all of the attributes of a placement or workplace task in a provider setting

Examples: Moot courts, Simulated work environment, Simulated work experiences, Simulated workplace experiences, Simulated workplace learning, Simulated workplace practice, Virtual businesses, Virtual learning, Virtual work environment, Work simulations

5. **Other** – activities that do not fall within the above categories but meet the four criteria.

This metric is analysed based on number of WIL experiences undertaken. This means that a student that undertakes more than one WIL experience over the relevant time period will be counted multiple times.

Where possible, the department would like to receive WIL data by categories (i.e. placement, project, fieldwork, simulation or other). However, this will not be a requirement until after the pilot.

2. Higher Degree Research (HDR) end-user engagement

**Government data (HEIMS)*

Objective

Encouraging student engagement with industry to help shape research thinking in line with the real-world problems faced by industry.

Definition/data requirements

Higher degree by research students (domestic) with an end-user engagement code (E593) of 02 – undertaking research internship with research end-user, 03 – jointly supervised by a research end-user, 04 – jointly funded or fully funded by a researcher end-user, 05 – undertaking formal training on end-user engagement and 06 – undertaking other commercialisation and engagement activities.

A student can have more than one of the above sub-categories for E593 against their name. Metric is to be analysed based on the number of students undertaking an experience defined under E593.

3. Work experience in industry (WEI) indicator

**Government data (HEIMS)*

Objective

In line with the aspirations of NPILF, offer and uptake of WEI units requires a level of engagement with industry. Increasing numbers of WEI units undertaken indicates higher engagement with industry by the provider as well as a WIL experience for the student.

Definition/data requirements

Students (undergraduate or postgraduate) (domestic) with a work experience in industry code (E337) of either 1 – student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider and/or 2 – student is undertaking work experience in industry where learning and performance is not directed by, and support is not received from, the provider.

4. Co-designed courses

**Institutional data*

Objective

To determine the extent of courses or curricula that have input from industry.

Definition/data requirements

'Co-design' refers to the process of course or curricula formation, update or review that has input from both industry and the provider, where 'industry' encompasses business, government, community and non-for-profit sectors.

Eligible 'courses' of study that meet this metric are those of AQF levels 5-10.

This metric focuses on the process of design (for new courses) or review (for existing).

There is no requirement to update or make a minimum amount of change (in the case of review) to meet this metric, however the course must be active with current enrolments.

For transparency, the high-level details of the 'industry' (a board, an employer, multiple businesses etc.) that collaborated and the 'course' that was designed/reviewed need to be presented to the department. However, a provider can determine if they do not want these details to be published.

This metric will be a count of the courses that have been co-designed (or reviewed in consultation with Industry) within the specific time period. Therefore, this metric is not an accumulated count of all courses that are co-designed.

5. Employment outcomes for STEM degree graduates

**Government data (QILT – Graduate Outcomes Survey – Longitudinal)*

Objective

With globalisation and technological advances changing the nature of work, the number/variety of occupations requiring STEM-skills and advanced STEM literacy is increasing. It is important to support STEM graduate pathways to employment in parallel with ensuring industry graduate needs are met.

Definition/data requirements

Undergraduate students (domestic) who were employed full-time three years after completing a STEM course, as a percentage of those graduates who were available for full-time employment.

ASCED included under STEM include:

- 01 – Natural and physical sciences
- 02 – Information technology
- 03 – Engineering and related technologies
- 04 – Architecture and building
- 06 – Health (only 0603 - Nursing, 0605 - Pharmacy, 0607 - Dental Studies, 0609 - Optical Science, 0611 - Veterinary Studies, 0613 - Public Health, 0615 - Radiography, 0617 - Rehabilitation Therapies, 0619 - Complementary Therapies, 0699 - Other Health)

6. STEM course graduates

**Government data (HEIMS)*

Objective

With globalisation and technological advances changing the nature of work, the number/variety of occupations requiring STEM-skills and STEM literacy is increasing. It is a priority of the Government and NPILF to increase STEM course graduates to support the requirements of the current and future workforce.

Definition/data requirements

Undergraduate students (domestic) who have completed a STEM degree, as a percentage of all degree completions (in the year prior to assessment).

ASCED included under STEM include:

- 01 – Natural and physical sciences
- 02 – Information technology
- 03 – Engineering and related technologies
- 04 – Architecture and building
- 06 – Health (only 0603 – Nursing, 0605 – Pharmacy, 0607 - Dental Studies, 0609 - Optical Science, 0611 - Veterinary Studies, 0613 - Public Health, 0615 – Radiography, 0617 - Rehabilitation Therapies, 0619 - Complementary Therapies, 0699 - Other Health)

7. STEM-skilled graduates

**Government data (HEIMS)*

Objective

With globalisation and technological advances changing the nature of work, the number and variety of occupations requiring STEM-skills and advanced STEM literacy is increasing. While it is important to measure STEM graduates in the traditional sense, this metric captures graduates of non-STEM courses that undertake a STEM unit, which aims to provide them with STEM-skills.

Definition/data requirements

Undergraduate students (domestic) who have completed one or more STEM-units as part of a non-STEM award.

ASCED included under STEM are:

- 01 – Natural and physical sciences
- 02 – Information technology
- 03 – Engineering and related technologies
- 04 – Architecture and building
- 06 – Health (only 0603 - Nursing, 0605 - Pharmacy, 0607 - Dental Studies, 0609 - Optical Science, 0611 - Veterinary Studies, 0613 - Public Health, 0615 - Radiography, 0617 - Rehabilitation Therapies, 0619 - Complementary Therapies, 0699 - Other Health)

Metric is to be analysed by the load of STEM units proportionate to non-STEM degrees.

8. Equity groups undertaking ‘core’ STEM courses

**Government data (HEIMS)*

Objective

With globalisation and technological advances changing the nature of work, the number and variety of occupations requiring STEM-skills and advanced STEM literacy is increasing. It is widely acknowledged that most equity groups are underrepresented in traditional STEM fields. It is important to encourage more individuals of these groups to core STEM courses to support the current and future pipeline of graduates.

Definition/data requirements

The number of undergraduate students (domestic) currently enrolled in a ‘core’ degree course of study from equity groups, including:

- Low socio-economic students
- Students with a disability
- Aboriginal and Torres Strait Islander students
- Students from regional and remote areas
- Women
- Students from a non-English speaking background

ASCED included under ‘core’ STEM are:

- 01 – Natural and physical sciences
- 02 – Information technology
- 03 – Engineering and related technologies

*Note the exclusion of Health and Architecture and Building in this metric.

9. Industry-linked programs, collaboration or partnerships

**Institutional data*

Objective

The extent of university-industry collaboration is an important marker of economic strength and innovation occurring throughout the country.

Definition/data requirements

A program, collaboration or partnership undertaken for the purposes of research or teaching/learning. It does not need to be a contractual agreement and there is no minimum time requirement to be considered eligible.

Categories included: research projects, co-designed courses/curriculums, developing online resources to support student learning.

Categories excluded: advertising partnership, corporate partnerships and WIL offerings.

Data will be provided as a current, accumulated count and therefore will include all existing and new programs, collaborations or partnerships. Each program, collaboration or partnership will be counted as one, regardless of the size

An institution can indicate when data is collected (i.e. a time when numbers are reconciled for the purposes of NPILF). Each year of the three-year cycle should use the same time frame.

10. Income from industry engagement

**Government data (Finance: Financial Reports of Higher Education Providers)*

Objective

Data on income generated from a range of external sources and partners provides an indication of levels of industry engagement. The dollar value captures expansion or growth of partnerships even where number of partnerships remains the same.

Definition/data requirements

This metric will draw on financial statements already reported by providers to the department, under 'revenues for continuing operations'. The sub-categories included are all three below:

- Consultancies and contracts
- Other income (non-Government Grants)
- State and local Government financial assistance

This financial information is already provided to the department, therefore a provider will not be required to submit additional data. More information about the annual financial reports prepared by Australian universities as at 31 December each year is available at www.dese.gov.au/higher-education-publications/finance-publication

11. Income from research

**Government data (HERD-C)*

Objective

Research collaboration is a vital component of industry-university collaboration. The dollar value captures the expansion or growth of research partnerships even where the number of partnerships stays the same.

Definition/data requirements

Using HERD-C data, income from research includes all sub-categories under

- Category 2: Other public sector R&D income
- Category 3: Industry and other R&D income
- Category 4: Cooperative Research Centre (CRC) R&D income

12. Academic workforce actively from industry

**Institutional data*

Objective

Improving industry-university engagement in teaching and research is equally critical to ensuring graduates leave the higher education system with the capabilities, skills and experience needed to succeed in the workforce. Having academic staff working with industry can ensure real-time, industry relevant skills are reflected in teaching.

Definition/data requirements

'Academic workforce' refers to academic or sessional teaching staff. Type/length of contract not relevant.

'Actively' refers to the fact that the academic/teacher is engaged in other work (inclusive of casual, part time or full time) outside the university sector in a sector of employment which broadly aligns with the relevant academic discipline.

'Industry' encompasses business, government, community and non-for-profit sectors.

13. Graduate employment outcomes

**Government data (QILT – Graduate Outcomes Survey – Longitudinal)*

Objective

Employment outcomes (including enterprise formation) are a useful, validated measure to indicate the level of job-readiness among Australian graduates.

Definition/data requirements

Undergraduate students (domestic) who were employed full-time three years after completing their course, as a percentage of those graduates who were available for full-time employment.

GOS-L results/reports are published at: www.qilt.edu.au/qilt-surveys/graduate-employment

14. Co-designed courses

**Institutional data*

Refer to metric number 4 of the same name

'Co-designed courses' is a metric under two of the priorities. This will assist providers in meeting the minimum requirement of one metric for each priority.

15. Shared facilities, infrastructure or co-location by industry

**Institutional data*

Objective

Facilities and/or co-location have been identified as demonstrations of industry partnership. Sharing resources in this way reflects a level of industry engagement by the provider.

Definition/data requirements

'Facilities' and 'infrastructure' refer to industry's physical resources, buildings and/or equipment.

'Co-location' refers to the placement of industry facilities/infrastructure to work on a project or a series of projects in collaboration with the co-located provider.

'Shared' refers to use of facilities by industry to leverage for a specific mutually beneficial purpose for the industry and provider. It does not mean that institutional staff must be physically using the facilities at the same time.

Data will be provided as a current, accumulated count of how many facilities are being co-located/shared and therefore will include all existing and new co-locations/shared facilities. Each co-location will be counted as one, regardless of the size/physical space shared/number of people involved.

An institution can indicate when data is collected. The data collected in the most recent year is to be provided.

'Industry' encompasses business, government, community and non-for-profit sectors.

Appendix B – NPILF plan template

<table>
<tr><td colspan="4">NPILF PLAN: TITLE PAGE TEMPLATE
Remove italics before submitting, one page limit to title page.
Once complete, send your NPILF plan (including title page, metrics and cases) to NPILF@dese.gov.au</td></tr>
<tr><td>Provider</td><td colspan="3"></td></tr>
<tr><td>Date of submission</td><td colspan="3"></td></tr>
<tr><td>NPILF cycle</td><td colspan="3">2022-24 (pilot)</td></tr>
<tr><td>Completed and submitted by</td><td colspan="3">Your name, position</td></tr>
<tr><td>Approved by</td><td colspan="3">Must have Vice-Chancellor approval</td></tr>
<tr><td>Number of metrics</td><td>WIL: 1</td><td>STEM: 1</td><td>Industry: 1</td></tr>
<tr><td>Number of case studies</td><td>WIL: 1</td><td>STEM: 1</td><td>Industry: 1</td></tr>
<tr><td>List of metrics and case studies</td><td colspan="3">1. e.g. Work-integrated learning
2. e.g. Equity groups undertaking core STEM course
3. e.g. Income from industry engagement
4. e.g. Trialling a new, innovative WIL approach
5. e.g. STEM-skills embedded across all degree programs.
6. e.g. SME engagement program</td></tr>
</table>

NPILF PLAN: METRICS TEMPLATE Remove italics before submitting; Each metric has a limit of one page; One template per metric. Once complete, send your NPILF plan (including title page, metrics and cases) to NPILF@dese.gov.au	
Provider	
Metric	*Must be one of the metrics from the list*
Priority Area	*This will be either WIL, STEM-skilled or Industry Partnerships*
Responsible for data	*Government or Institutional*
Data source	*Describe what the measurement is that will be used.* *For Government data, the source is already determined e.g. for the metric 'WEI units' the source would be HEIMS code E337.* *For institutional data, the source needs to be outlined here. This will include a metric definition or limitations to what is included/excluded. For example – co-designed courses (define what is inclusive of 'co-design').*
Target	*Must be specific, measurable, achievable, realistic and time bound.*
Rationale	*Provide some context for your target. This will include:* • *Baseline figures (where not available, please advise that year one of the three-year cycle will be for baselining)* • *Why/how the anticipated outcome (proportional growth, overall increase, maintenance of exceptional performance) is a positive outcome*
Consultations	*Provide brief evidence of collaboration (i.e. who was consulted and what was taken/learned)* *This will include a list of consultation with representatives from industry, providers or community with the intention to confirm best practice, learn lessons, share experience etc.*

NPILF PLAN: PROPOSED CASE STUDY TEMPLATE Remove italics before submitting; Each case study is 2 pages or less; One template per case study. Once complete, send your NPILF plan (including title page, metrics and case studies) to NPILF@dese.gov.au	
Provider	
Case study name	*(for publishing purposes)*
Case study type	*Case study either 'Demonstrates best practice' or 'innovative'*
Purpose/background	*Where relevant, include reason for implementation; short and long-term goals; context.* *"This project seeks to address concerns about…"* *"Evidence has highlighted the issue of…"*
Description of the program	*Who, what, when, where, how is it being implemented? What do you aim to achieve?*
Desired overall impact	
Benefits to, and impact on, industry	*This will be a communique to industry that demonstrates different ways and reasons to engage with providers from their perspective – this section describes the benefits, profits and/or impact on industry.* *It would be helpful to briefly describe industry's role and the work requirement/commitment from a business owner or other representative of industry* *Clearly provide a measure of industry profit/benefit.*
Benefits to students	*Could include a description of skills gained, linkages to industry, employment opportunities etc.*
Benefits to Institution	*Could be financial, social, community, industry linkage and spill over benefits etc.*
Key performance indicators	*How will you know this program is a success? What are the significant milestones? What is the evaluation methodology? What will be measured and what data source will be used (both quantitative and qualitative required).*

Appendix C – NPILF annual touch point template

NPILF TOUCH POINT METRIC TEMPLATE Remove italics before submitting, one page limit. Each metric requires a separate template. Once complete, send this touch point information to NPILF@dese.gov.au	
Provider	
Date of submission	
NPILF cycle	*2022-24 (pilot)*
Submitted by	*Your name, position*
Metric, target and data source	*(from the plan)*
Status update	*On track to meet expected outcomes by the end of the pilot, or Outline the component(s) that are not on track and why (for example not implemented, not going to plan, behind schedule etc.) and briefly how they are/will be addressed.*
Interim data	*Notify where Government data collection, otherwise provide relevant internal data.*

NPILF TOUCH POINT CASE STUDY TEMPLATE Remove italics before submitting, one page limit. Each case study requires a separate template. Once complete, send this touch point information to NPILF@dese.gov.au	
Provider	
Date of submission	
NPILF cycle	*2022-24 (pilot)*
Submitted by	*Your name, position*
Title of case study	*(from the plan)*
Status update	*On track to meet expected outcomes by the end of the pilot, or Outline the component(s) that are not on track and why (for example not implemented, not going to plan, behind schedule etc.) and briefly how they are/will be addressed.*
Interim data	*Provide relevant quantitative and qualitative data.*

Appendix D – NPILF report template

<table>
<tr><td colspan="4">NPILF REPORT: TITLE PAGE TEMPLATE
Remove italics before submitting, one page limit to title page.
Once complete, send your NPILF report (including title page, metrics and cases) to NPILF@dese.gov.au</td></tr>
<tr><td>Provider</td><td colspan="3"></td></tr>
<tr><td>Date of submission</td><td colspan="3">(this will be end of year)</td></tr>
<tr><td>NPILF cycle</td><td colspan="3">2022-24 (pilot)</td></tr>
<tr><td>Completed and submitted by</td><td colspan="3">Your name, position</td></tr>
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</table>

NPILF REPORT: METRICS TEMPLATE Remove italics before submitting; Each metric has a limit of one page; One template per metric. Once complete, send your NPILF report (including title page, metrics and cases) to NPILF@dese.gov.au	
Provider	
Metric	*As per plan*
Target	*As per plan*
Outcome	*Either: met / did not meet target*
Outcome	*If data was Government collected, describe the Government data that was utilised.* *If data was internal, record your data (as specified in plan) to demonstrate meeting the target.* *Quantitative data only.*

NPILF REPORT: CASE STUDY TEMPLATE Remove italics before submitting; Each case study is 2 pages or less; One template per case study. Once complete, send your NPILF report (including title page, metrics and case studies) to NPILF@dese.gov.au	
Provider	
Case study name	*(for publishing purposes)*
Case study type	*Case study either 'Demonstrates best practice' or 'innovative'*
Were key performance indicators met?	*Was the program implemented as intended? (Yes/No).* *Met all milestones? (Yes/No).* *If amended, briefly describe how.* *Based on evaluation, was the program a success? Response requires use of quantitative and qualitative data, as described in plan.*
Overall impact	*Were benefits to students, provider, industry, community realised?* *Were there other benefits that were not anticipated?*
Lessons learned	*For the purposes of sharing best practice, how could this program be improved? What would be done differently?* *This section is especially important to list key learnings if the program did not have the expected outcome as requirements can still be met by providing evidence of what was implemented and what was learned from the process.*