**Australian Government**

**Department of Education**

## 2019 Mission Based Compact
## Between the Commonwealth of Australia and CQUniversity Australia

## 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

CQUniversity's vision is to be Australia's most accessible, supportive and engaged university, recognised globally for innovative teaching and research excellence. The University's 2019-2023 Strategic Plan, *Our Future is You*, outlines our primary focus over the term of this compact, which is based around six strategic pillars:

- Our Students
- Our Research
- Our People
- Our Communities
- Our Reputation
- Our Sustainability.

The CQUniversity values of engagement, can do, openness, leadership and inclusiveness are paramount to all its activities.

CQUniversity has adopted policies and a code of conduct that is consistent the Independent Review of Freedom of Speech in Australian Higher Education Provider. The University supports:

- critical and open inquiry;
- the expression of unpopular or controversial views, where such views have been informed by scholarship;
- open decision-making processes within the University via appropriate, diverse representation on University committees; and
- participation in professional and representative bodies, including trade unions, without fear of harassment or intimidation.

## TEACHING AND LEARNING

Through the Strategic Plan, CQUniversity is committed to deliver a holistic university experience focussed on quality curricula, exceptional learning and teaching (L&T) design and practice, and comprehensive personalised student services that place student success at the core of our operations.

Underpinning this plan is CQUniversity's philosophy of *'engaged education'*, an approach that embeds engagement with students and our communities in all aspects of L&T culture and practice. Our core principles of *Engaged Design* and *Engaged Delivery* underpin our learning, teaching and assessment

framework and our learning environment strategy and design. Together these shape our L&T policy, design, delivery and review, and the learning environment and technologies that support these activities.

CQUniversity is focused on producing career-ready graduates and future leaders through embedding authentic work-integrated learning, social innovation, international perspectives, and Indigenous knowledges and culture into our curriculum and L&T practices. The adoption of innovative technologies and research-informed syllabus will also continue to be high priorities.

Bespoke learning management and academic accreditation systems are employed to support a comprehensive academic governance and quality framework through which CQUniversity assures the quality of its L&T, including with respect to compliance, curriculum performance and industry relevance. This approach is further strengthened through multiple strategies, including external and internal benchmarking, peer review, academic support services and systematic engagement with industry and professional accrediting bodies.

Multiple strategies are also used to enhance academic/teaching capability. This includes offering professional development opportunities that support academics to maintain and develop their online and face-to-face pedagogical practice, disciplinary scholarship, as well as their use of new technologies.

CQUniversity maintains a generous staff study support program, peer group communities-of-practice, as well as a scholarship grant program that enables staff to enhance, innovate and share L&T practice through competitive-based funded projects.

In addition, all academics who undertake teaching duties have a workload allocation that supports their disciplinary and L&T scholarship.

Through a major new initiative, *CQURenew*, the University is committed to invest in curriculum renewal and redesign, to ensure its suite of courses remain responsive to changing workplace demands and community needs.

**UNIVERSITY ADMISSIONS TRANSPARENCY**
CQUniversity applies consistently, selection processes and eligibility criteria in line with our admissions and English language proficiency requirements policies. This enables student admissions through multiple entry pathways to cater for our diverse student cohort. Admission to courses is a competitive process with offers based on merit and the number of available places.

For domestic school leavers entering undergraduate courses, student applications are submitted to and assessed via Tertiary Admissions Centres (TACs), on behalf of CQUniversity, based on the required ATAR score, competitive selection, and additional University-determined minimum requirements. CQUniversity is a member or participant in each of the five Australian state-based TACs.

Direct entry is also offered to some domestic students (such as mature-age students), without an ATAR score, into approved undergraduate, postgraduate and honours courses; enabling courses; and cross-institutional and single non-award units.

To ensure direct-entry students are likely to succeed, CQUniversity sets and applies minimum pre-enrolment requirements, including English language proficiency, selection rank standards and course pre-requisites, while also taking account of adjustment factors such as regional or equity schemes.

International students, studying in Australia on a study visa, undergo rigorous screening to ensure they are genuine temporary entrants and genuine students according to criteria set by the Department of Homes Affairs. These students are then assessed to ensure they meet the academic and English language requirements, similar to other applicants.

CQUniversity recognises that a student's level of English language proficiency is influential in determining their likelihood of academic success in an English language institution. Accordingly, we have established minimum English language proficiency requirements for all courses. CQUniversity

also offers accredited English language academic preparatory courses and IELTS testing at four campuses to assist students to meet the University's English language standards for admission.

While regulatory obligations relevant to student admission will continue to be met, CQUniversity takes its position as Australia's top ranked university for social equity very seriously. As such, the University balances rigorous and equitable entry requirements with our social mission to reduce barriers to access for non-traditional student cohorts.

## UNIVERSITY RETENTION STRATEGIES

CQUniversity uses multiple strategies and systems to identify students' learning and support needs and to monitor their progress. CQUniversity has well-established monitoring academic progress (MAP) policies and processes to identify and support at-risk students. CQUniversity also ensures all students, regardless of their entry or academic pathway, have appropriate learning, research and personal support services available to help them to succeed.

Student mentors, academic learning services, a 24/7 academic literacy feedback service (Studiosity), interactive web-based study guides, and peer-assisted group study sessions are among the high quality, no-cost resources and services available to students.

CQUniversity also offers a program of targeted scholarships to financially support low socioeconomic status and Indigenous students, which allows them to reduce their paid work hours to focus on their studies.

All of these services are accessible and well communicated via the CQU website, including the MyCQU Student Portal.

Specialised teams provide students with personalised advice and information, supplemented by accessible online sites and services, from pre-admission, enrolment, and throughout their learning journey. The University also offers advice and support beyond the students' study program, including personal counselling and career planning, to set students up for success. Together, these systems enable staff to be responsive to student needs and provide targeted and timely advice.

For regional and remote students, clever digital initiatives have been developed to facilitate the sharing of resource material where connectivity is limited. Other innovations, such as the use of augmented and virtual reality, have been adopted to enhance the digital learning environment. Academics and teachers also use innovative technology to track student engagement levels and to follow-up with potentially disengaged students quickly.

At CQUniversity, retention and long-term success is supported through an engaged learning environment that promotes participation and work-integrated learning, such as industry placements, internships, work or community-based projects, industry and social innovation initiatives, and participation in CQUniversity's global mobility program. CQUniversity also employs strategies to engage students in learning, social participation and career skills development through a number of leadership development opportunities, including as Change Champions on social innovation projects.

Systematic, careful analysis of students' circumstances, feedback and predictive learner analytics allows CQUniversity to continuously evaluate and enhance its approach and practices to ensure students are well supported in their personal academic journey through to completion

Student feedback processes and systems (including our bespoke predictive analytics platform, *CQUni Success*) enable teachers to identify and prioritise student learning and support needs. In addition, CQUniversity maintains personal connections with students-in-difficulty and re-engages students who have not re-enrolled through a network of discipline-aligned liaison staff.

Going forward, CQUniversity is committed to review student feedback policies and systems and to implement real-time student feedback and reflective practice mechanisms. These initiatives will enable CQUniversity to become more agile in identifying and responding to student needs, personalising student support and services, and improving policies and practices into the future.

## RESEARCH AND RESEARCH TRAINING AND INNOVATION

Research is core to CQUniversity's mission of being a great Australian university. CQUniversity's vision is to be a leading Australian university for excellence in applied research that informs our curriculum and delivers positive impact for our communities.

In 2020 and in accordance with the Strategic Plan, CQUniversity will invest in the development of research infrastructure, projects, and staff and student research skills to increase our research focus, excellence and impact. CQUniversity will continue to invest in building strategic areas of research focus in our Centres and Institutes to create depth and excellence. The University's world class career training and development programs for research higher degree students and researchers will also be expanded to strengthen research capability.

The University's research higher degree cohort will increase in quality and size through research training characterised by high quality supervision, a positive student experience, excellent skilling programs, expansion into global locations, and strong engagement with industry. CQUniversity will conduct specific tours and events to engage directly with industry partners, provide training and support to students and supervisors to underpin industry collaboration, and secure at least two additional placements for research higher degree students in 2020 in addition to a growing list of industry-partnered projects.

CQUniversity will increase research productivity and relevance through collaborative initiatives with government, community, and industry. The University will embed an entrepreneurial culture to translate research outcomes into commercial ventures for the benefit of our communities and future research.

In 2020, the University's recently established Commercialisation Unit will continue to grow by working on the success of current projects and seeking opportunities for further commercialisation of our research. CQUniversity has recently expanded the Partnerships Team, and in 2020 the University will increase engagement with industry through a high-profile academic who will engage in high level discussions with industry. Success in commercialising our research will be measured by an increase in the number of spin-off companies, licences, patents, and trademarks; by growth in research income in Categories 2 and 3; and income from royalties.

CQUniversity will also continue to promote open access to research publications and data through delivery of training and support to facilitate research dissemination as broadly and as early as possible to allow access by other researchers and the wider community. The University will continue to mandate and support the lodgement of research metadata within the University's institutional repository; provide ongoing support and training to data custodians to facilitate accessibility to designated open access data sets; and encourage the use of Creative Commons Attribution licences for research outputs, where practical.

## EQUITY

CQUniversity is committed to improving the accessibility and participation of students from groups under-represented in tertiary education across all of its campuses and courses.

In 2020, CQUniversity will maintain delivery of tertiary aspiration raising activities to primary and secondary schools with significant proportions of regional, remote, Indigenous, and low socio-economic students. Each year these activities reach over 9,000 students in approximately 200 schools through the CQUni Connect Program.

In 2019 the CQUniversity's Indigenous Student Support team has expanded its support offerings to include tailored financial assistance, student wellbeing and mental health, and community engagement. The consolidation of the new activities in 2020 will increase Indigenous student access to tailored support types across the various delivery modes of CQUniversity.

## LABOUR MARKET OUTCOMES

CQUniversity undertakes a rigorous course development process when assessing whether a new course will meet the demand of students and industry. Skills gaps may be identified as part of regular market scans and industry engagement, or when assessing national, state and regional priorities in terms of skill development, future industry and workforce needs.

New courses are subject to significant scrutiny, including specific market needs, and each proposal must address how the University can fulfil that need. In the case that these courses are at a vocational level as per the AQF framework, assessment of competency on the job is part of ongoing assessment and training, therefore ensuring that graduates are job ready upon completion.

For students studying at higher AQF levels, industry placement and experience are considered key parts of the student preparation for job readiness. These placements and experiences can be structured throughout the course, such as in Education, or Nursing, or may be completed in blocks such as with professional placements in Engineering.

Placement coordination, particularly across CQUniversity's regional footprint and the regular contact that the University maintains with employers and business placing students provides a check for work readiness. This also provides a generous and timely source of feedback on student skills, knowledge and progress as well as valuable intelligence for course and unit development.

In many instances CQUniversity places students as part of our commitment to ensure students are 'job ready' and that they have had an opportunity to gain relevant work experience.

Industry consultation is a key part of course development and ensures that courses remain relevant to industry needs. Where applicable and available, courses are also accredited with relevant professional associations, adding another level of industry engagement and ensuring relevance.

## SECURITY MEASURES

CQUniversity's Cybersecurity Strategy guides investment and efforts to continuously mature and align the University's Cybersecurity technologies and practices with key standards. These primarily include the ACSC mitigation controls, ISO27001 framework, and 'best in class' Cybersecurity technologies.

In the event of a breach of security, CQUniversity has strong mitigation practices and intervention/recovery procedures including; Data Retention Management Plan, Major Data Breach Response Plan, and an ICT Business Continuity Plan.

CQUniversity has a low-trust policy for all incoming internet traffic and email regardless of the country of origin. Several measures are incorporated to support this policy, these include; monitoring for inappropriate activity, security logging and alerting of known malicious threats, and any abnormal behaviour across the university's network. CQUniversity partners with CAUDIT and the Australasian Higher Education Cybersecurity Service (AHECS), sharing real time intelligence via CAUDIT-ISAC, AARNet and AusCERT, to improve intelligence and response to impending threats aimed at the Higher Education sector.

SIGNED for and on behalf of

THE COMMONWEALTH OF AUSTRALIA

by

Dom ENGLISH

Full name (please print)

GROUP MANAGER

Position

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

Signature

23 / 12 / 14

Date

In the presence of:

Draw Menzies-McVey

Witness (please print)

Branch Manager

Position or profession of witness (please print)

Signature

SIGNED for and on behalf of

UNIVERSITY
**Professor Nick Klomp**

Full name (please print)

**Vice-Chancellor and President**

Position

Nick Klomp

Signature

In the presence of:

**Melissa Misztal**

Witness (please print)

**Director, Office of the Vice-Chancellor**

Position or profession of witness (please print)

Misztal

Signature