

Indigenous Student Success Program

2018 Performance Report

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1. Enrolments (Access)

1.1 Strategies to improve access to university for Aboriginal and Torres Strait Islander students

Think Your Way portal

In 2018 QUT continued its partnership with Carbon Creative and the Department of Education and Training to further develop and promote the **Think Your Way portal**. Over the past decade the number of Aboriginal and Torres Strait Islander students participating in higher education has increased but remains disproportionate to non-Indigenous students. The Think Your Way portal and social marketing strategy is designed to promote Aboriginal and Torres Strait Islander heroes and role models completing university and pursuing their career goals. With 7 broadcast quality television commercials, 27 hero interviews from across Australia and an extensive interactive portal Think Your Way inspires Indigenous youth and mature age students.

In the period July 2017 to June 2018 the portal saw 10 700 users arrive at the Portal and 19 643 page views by those users. This was a 199% increase in uses landing on the Portal compared to the July 2016 to June 2017 period. In the second year, traffic predominantly came via social media channels (59%) versus direct traffic in the first year of the launch. The origin of the traffic was 2 110 organic, 988 direct, 225 referral and 6 344 social contact. The majority of website visitors were aged 25-34, with the next largest groups being aged 18-24 and 35-44. This highlights that parents, educators and other stakeholders are champions for Think Your Way.

Strategy directly funded by HEPPP

School engagement

The QUT Oodgeroo Recruitment & Community Engagement Officer visits Queensland schools and career/education expos to present information about: QUT and its courses; Entry pathway **Centralised Assessment and Selection Program (CASP)** and Oodgeroo Unit facilities and support services; **Educational Access Scheme (EAS)** and scholarships for low-income students; and student life. The Oodgeroo Unit participated in student recruitment and information events at 21 schools across the state.

The Oodgeroo Unit **Recruitment, Events and Marketing team** attend schools, careers expos and Department of Education initiatives to raise awareness of opportunities post-secondary schooling. Focusing not only the Moreton Bay catchment but the wider Queensland area, the team has partnered with QUT Student Recruitment to attend mainstream Education and Employment exhibitions in areas where there is a high population of Aboriginal and Torres Strait Islander people. The Oodgeroo Unit engaged with approximately 500 community members.

Murri Futures is a collaborative project between QUT and the University of the Sunshine Coast, TAFE, Defence Force, Queensland Police Service, Murri's on the Move that aims to increase awareness of educational and career post-schooling options and pathways to Aboriginal and Torres Strait Islander students from Year 7 –Year 12. Schools visited in 2018 were Coolum State High School, Chancellor State College, Caloundra SHS and Caboolture State High School (Approximately 150 – 200 Indigenous students attended the Expos).

Strategy directly funded by ISSP and HEPPP

Deadly Trackers' program is to support and extend positive educational outcomes for Aboriginal and Torres Strait Islander students. It is a collaborative project with DETE (SEQ), TAFE, QLD Ambulance Service, Indigenous Medical Services, USQ and other stakeholders. In 2018, the program was delivered as 2 expos in Toowoomba across two schools. Centenary State High School and Wilsonton State High School were involved in the 2018 program. (141 Indigenous students attended the Expos).

Strategy directly funded by ISSP and HEPPP

Oodgeroo Unit **campus tours** were conducted across both campuses. The tour includes a general walk through the campus areas, showing the facilities and support services on offer and Indigenous Student Ambassadors who share their life and university experience. The Oodgeroo Unit tailors campus tours to the school, year levels attending and collaborates with other QUT Faculties to facilitate student workshops. Activities have included; Podiatry (Health), PR exercise (Business), Eye-Witness (Law), Paper Cranes (SEF) and Coding Sphere (SEF). Tours were conducted for the following schools – Aldridge State High School; Idesville State High School; Mitchelton State High School. (94 Indigenous high school students and 10 teachers / Program Advisors).

The **Australian Indigenous Education Foundation**: Schools who participated in campus tours were – Cathedral College (Townsville); Ipswich Girls Grammar School (Ipswich); Ipswich Grammar School (Ipswich); Marist College (Brisbane); St Augustine's College (Cairns); St Peter Lutheran College (Brisbane) and St Saviours College (Toowoomba). 93 Indigenous students participated in the campus tours.

The Oodgeroo Unit in partnership with QUT Student Recruitment visited schools are part of their outreach program. The schools visited were – Cavendish State High School; Dakabin State High School; Ipswich State High School; Kedron State High School and Pine Rivers State High School. In addition, the Oodgeroo Unit was invited directly by schools to meet with guidance officers, students and Indigenous Education Workers. These schools were – Holland Park State High School; Mary Mackillop; Mitchelton State High School and Whites Hill College.

Strategy directly funded by ISSP and HEPPP

Centralised Assessment and Selection Program

The Centralised Assessment and Selection Program (CASP) is available to Aboriginal and Torres Strait Islander people wanting to study an undergraduate degree at QUT. Aboriginal and Torres Strait Islander people are encouraged to apply for admission to QUT via this program. The program does not solely focus on the prior educational history of the applicant but takes into account a variety of other factors (such as, community engagement, prior work history and family commitments) to assess whether the applicant would be able to academically progress at a university level with the additional support strategies that the Oodgeroo Unit have to offer.

Semester 1 CASP: 489 (499 in 2017) Aboriginal and/or Torres Strait Islander QTAC applicants placed QUT in their top three preferences and were invited to consider the Oodgeroo Unit's CASP entry program, with 109 (102 in 2017) CASP assessment centres arranged. 92 CASP recommendations were made to force offers, with 89 (65 in 2017) CASP applicants accepting their offers to study in semester 1, 2018. 227 QTAC offers were made to Aboriginal and/or Torres Strait Islander QTAC applicants, with 199 (206 in 2017) Aboriginal and/or Torres Strait Islander QTAC applicants accepting QTAC offers to commence study in semester 1, 2018.

Semester 2 CASP: 63 (69 in 2017) Aboriginal and/or Torres Strait Islander QTAC applicants placed QUT in their top three preferences and were invited to consider the Oodgeroo Unit's CASP entry program, with 16 (16 in 2017) CASP assessment centres arranged. 14 CASP recommendations were made to force offers, with 14 CASP applicants accepting their offers to study in semester 2, 2018. 50 QTAC offers were made to Aboriginal and/or Torres Strait Islander QTAC applicants, with 28 Aboriginal and/or Torres Strait Islander QTAC applicants accepting QTAC offers to commence study in semester 2, 2018.

Strategy directly funded by ISSP

Student pre-orientation

Pre-Orientation Program (POP) Week is a week-long, multi-dimensional blend of academic, personal, social and cultural activities designed to assist commencing Aboriginal and Torres Strait Islander students successfully transition into studies at QUT. The week concludes with a day trip to North Stradbroke Island to learn about the Oodgeroo Unit's namesake, Oodgeroo Noonuccal, and her profound contributions to Australian history and her lifetime commitment to Indigenous peoples. 79 (32%) of the commencing Aboriginal and/or Torres Strait Island QUT students (78 in 2017) attended POP week in Semester 1, 2018.

Semester 2 POP is a one day intensive program focusing on the academic support available both within and external to the Oodgeroo Unit. 11 commencing Aboriginal and/or Torres Strait Island QUT students participated in Semester 2 POP (9 in 2017).

Strategy directly funded by ISSP

Student internship

As part of the WSP Sustainability Internship Program and the QUT Oodgeroo Unit's commitment to increasing Indigenous Australian representation in education, training, and employment, the **Indigenous Australian Science and Infrastructure Development (SID) School** was established in 2012 to:

- Introduce higher education opportunities within science and infrastructure development available to Indigenous Australian secondary school students in years 10, 11 and 12.
- Build higher education aspiration among participants.
- Encourage participants to acknowledge the uniqueness of their heritage and the value it brings to the community, inspiring them to take ownership of their education, maximising their engagement and performance at secondary school.
- Strengthen the relationships between WSP, the Oodgeroo Unit, and associated sponsoring partners, within Indigenous Australian communities.

The 2018 program began on Sunday, 1st July and concluded on Friday, 6th July 2018. 25 (30 in 2017) Aboriginal and Torres Strait Islander grades 10, 11 and 12 students from Queensland.

The SID School won gold in the category of Corporate Social Responsibility at the **Consult Australia Awards for Excellence**.

Strategy partly funded by HEPPP and majority of sponsorship

Postgraduate student support

The Indigenous Research and Engagement Unit (IREU) allocated funds to support the creation and employment of a full time **Indigenous Postgraduate Programs Officer** to specifically support enrolment, retention and completion of Aboriginal and Torres Strait Islander postgraduate students. This role improves Aboriginal and Torres Strait Islander postgraduate access to the University through:

- Robust digital, personal and direct mail channel marketing strategies
- Dedicated mentoring, pastoral care and first point of contact
- Active promotion and implementation of capacity building programs to improve HDR completion
- Marketing of University HDR programs through an Indigenous-specific outreach community event IndigiSearch
- Promotion of the NIRAKN competitive national undergraduate essay competition encouraging scholarly excellence.

Strategy directly funded by ISSP

1.2 Scholarships, bridging/enabling support and outreach activities

Scholarships, Bursaries and cadetships

The Oodgeroo Unit promotes the Oodgeroo Noonuccal Undergraduate and Postgraduate Indigenous Scholarships in a variety of ways: on QUT's scholarship website <https://www.qut.edu.au/study/fees-and-scholarships/scholarships>; on the Oodgeroo Unit's Blackboard community site; by displaying advertising materials in student common areas; and in one-on-one approaches to eligible students. Each year there is a competitive process for awarding each of the scholarships. Both the Undergraduate and Postgraduate Scholarships were awarded in 2018.

First year commencing Aboriginal and Torres Strait Islander students who enter QUT via QTAC application or via the Oodgeroo Unit's CASP are guaranteed a \$1,500 bursary to assist with the costs of commencing study in addition to being eligible to apply for additional bursaries and scholarships through targeted applications processes (e.g. mail-outs, emails and one-to-one discussions with enrolling students). At the selection process and during Orientation week QUT aims to provide all commencing Aboriginal and Torres Strait Islander students with access to some level of financial support when commencing at QUT.

The university has a large program of needs-based scholarships which embeds the Commonwealth-funded Indigenous Australian scholarships, ensuring that each Indigenous Australian applicant with a degree of financial hardship receives the scholarship package most beneficial to them. Scholarships act as a retention device, and the university has tracked the impact over many years.

The Oodgeroo Unit is generally the first point of contact by external scholarship sponsors who are seeking to offer scholarships to Aboriginal and Torres Strait Islander students enrolled at QUT. The Oodgeroo Unit also works in partnership with QUT faculties to promote and select scholarship recipients. Oodgeroo Unit staff provide support to scholarship applicants if requested by providing feedback on written application and mock interviews.

Strategy directly funded by QUT and philanthropic donation

One top-up scholarship was awarded to an Indigenous Australian higher degree research (HDR) student in 2018 through the Indigenous Research and Engagement Unit in collaboration with the faculty where the student was enrolled.

A full list of scholarships awarded in 2018 is at Attachment i.

Enabling Support and Outreach Programs

Each semester the Director, Oodgeroo Unit meets with each faculty's Associate Dean (Learning and Teaching) and other relevant faculty staff to discuss strategies for supporting and engaging Aboriginal and Torres Strait Islander students.

Strategy directly funded by ISSP

The Director, Indigenous Research and Engagement Unit and the Indigenous Postgraduate Programs Officer meet with each Faculty's Executive Dean and Associate Dean (Research) and other relevant faculty staff to discuss faculty activities in support of the Aboriginal and Torres Strait Islander Research Strategy.

Widening Participation including the Explore Uni program

Considerable activity with pre-tertiary school-age and mature-age Indigenous people occurred in 2018. All faculties and institutes were involved, with Student Ambassadors taking a prominent role. Activities included on-campus days, residential camps and post-school options sessions for 8,600 school students from the Moreton Bay region, as well as in-school curriculum-enhancement activities for many thousands more. About 12% of these students are Aboriginal or Torres Strait Islander. Free impartial careers counselling was provided to mature-age and school-age people in the region by two careers counsellors, one of whom is Indigenous.

The Indigenous Research and Engagement Unit includes dedicated postgraduate study space and computer labs.
Strategy directly funded by other university resources

Priority access and support is provided for students to attend the ARC special research initiative funded National Indigenous Research and Knowledges Network (NIRAKN) annual research conference and capacity building programs.

Strategy directly funded by ARC Strategic Research Initiatives grant for NIRAKN

The Indigenous Research and Engagement Unit ran two major events in 2018 to highlight QUT's Aboriginal and Torres Strait Islander Research Strategy and associated activities and to promote higher degree research to Indigenous students:

- Indigenous Research Engagement Function/ATSIRS (5 March 2018) – 62 attendees
- Indigisearch (4 May 2018) = 31 attendees.

Strategy directly funded by other university resources

Faculty of Education

In 2018, the YuMi Deadly Centre (YDC) partnered with 78 schools in Queensland, South Australia and Western Australia to deliver intensive one-year and two-year YuMi Deadly Maths training to more than 300 teachers, including 66 days of teacher professional development and 76 days of school visits. Lead teachers from schools which have participated in the two-year YuMi Deadly Maths training have reported high levels of improved pedagogical skills and confidence in teaching mathematics, improved mathematical and Indigenous knowledge, and increased expectations of their students. This enhanced teaching capacity has been reflected in principal surveys and in perceptions of high levels of improved student engagement, considerable improvement in student learning and understanding, as well as in better test results and increased student interest in STEM subjects/pathways/careers.

YDC staff disseminated research findings and best-practice mathematics education approaches through presentations and workshops at a number of conferences including the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA) biennial conference.

Eight applicants from five schools involved in YDC's PRIME Futures project were finalists in the 2017 CSIRO Indigenous STEM Awards. Three of these – one teacher and two students – won their category, with the winners announced in March 2018.

The eighth annual YDC Sharing Summit brought together 49 educators from 31 different schools and other organisations and included keynote speakers Mundanara Bayles from the BlackCard and Scott Gorringe from Murrimatters Consulting.

In 2018, the program engaged with 78 schools and more than 300 teachers and, indirectly, 20 000 students, including 7 900 Aboriginal and Torres Strait Islander students.

Strategy directly funded by other university resources

Faculty of Health

The School of Biomedical Sciences hosted students from Blackwater State High School with insights into what we can learn about people by studying their bones. The Indigenous Australian students and their teachers visited various schools within the Faculty and attended forensic, anatomy and nursing workshops. It was our first Blackwater Indigenous Australian Student Camp, quickly rebranded by the students as: Murris of Blackwater to QUT, or MOB2QUT.

Strategy directly funded by ISSP, HEPPP and other university resources

Faculty of Law

The Faculty continues to be an active participant in the Widening Participation programs for school-age Aboriginal and Torres Strait Islander participants run by Oodgeroo Unit and Equity Services Department. In 2018, the Faculty participated in the *Murris of Blackwater to QUT* student camp.

Strategy directly funded by HEPPP and other university resources

QUT Business School

QUT Business School ran two activities with Indigenous school groups this year. The sessions were delivered as part of Oodgeroo Unit program activities.

1. March 2018: Aldridge State High School Maryborough – years 9 to 10. Six students participated in a “Jurassic World” workshop with a Public Relations focus.
2. July 2018: Mitchelton State High School – years 7 – 12. 27 students engaged in a Zest Advertising Agency workshop – an activity with an Advertising and Marketing focus.

The Business School also regularly engages with Indigenous Australian students through Explore Uni activities, however data relating to Indigenous indicators is not specifically recorded.

Strategy directly funded by HEPPP and other university resources

Science and Engineering Faculty

Partnered with Widening Participation to deliver the Science and Engineering Challenge in targeted schools. Nine students identifying as Indigenous participated in 2017/8.

The CEO of Wujal Wujal Aboriginal Shire Council has requested for QUT to deliver a workshop series for high school students to support engagement with STEAM and higher education, with the potential to further develop this pilot program for delivery through the 13 Aboriginal communities in Cape York. The Coding on Country program is being facilitated as part of our QUT Engagement Innovation Grant “Creating new pathways to STEM for young Aboriginal and Torres Strait Islander people through community engagement and co-design” led by Dr Alessandro Soro, and also advances Ms Jennyfer Taylor’s PhD work on co-designing new technology for Aboriginal and Torres Strait Islander language teaching and learning.

Strategy directly funded by HEPPP and other university resources

1.3 The rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)

The Aboriginal and Torres Strait Islander Student Load (EFTSL) has seen an increase across the period from 2014 (N = 452.7) to 2018 (N = 552.1). This represents an increase of almost 100 EFTSL or a 22 % increase over 5 years. In comparison, the student load (EFTSL) for all QUT students from 2014 to 2018 rose only 7%. Furthermore, in 2014 the Aboriginal and Torres Strait Islander EFTSL was 1.6 % of the total student EFTSL at QUT. This increased by 0.2 percentage points to 1.8 % in 2018. The largest rise in EFTSL came in 2016 when QUT went from 464.2 EFTSL to 511.1 EFTSL, representing an increase of 10 % in Aboriginal and Torres Strait Islander full-time study load. Combined HDR EFTSL for Doctoral and Masters by Research is currently 27.8, an increase of 41.21% over the 18.3 load in 2013.

Table 1 ISSP Scholarships - breakdown of 2018 payments

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	-	-	-	-	-	-	-	-
Undergraduate	\$584,736	176.5	\$283,697.50	59.5			\$868,433.50	236
Post-graduate	\$38,000	9	-	-	-	-	\$38,000	9
Other	-	-	-				-	-
Total	\$622,736	185.5	\$283,697.50	59.5	-	-	\$906,433.50	245

Notes:

- a) Number of enabling Indigenous students that received any form of ISSP scholarship.
- b) Number of undergraduate Indigenous students that received any form of ISSP scholarship.
- c) Number of post-graduate Indigenous students that received any form of ISSP scholarship.
- d) Number of other students that received any form of ISSP scholarship.
- e) Total number of Indigenous students that received any form of ISSP scholarship.

2. Progression (access and outcomes)

2.1 Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students

QUT continues to work to ensure the academic achievement of Aboriginal and Torres Strait Islander students and provides support for students on all campuses offering:

- Access to Keystones of Success: Supporting our Future Leaders program which provides tuition and study support to Indigenous students.
- Access to 24 hour dedicated computer laboratories, small tutorial rooms, and common room facilities.
- Students are encouraged to contact Oodgeroo Unit staff about academic or cultural concerns they may have whilst undertaking their studies at QUT.
- Each student has an assigned academic advisor who monitors and follows that student's progress.
- At the commencement of each semester a social event is held to encourage students to network with Oodgeroo Unit staff and other students.
- A laptop computer loan scheme to supplement computing facilities and QUT's computing equipment scheme for equity target groups.
- Access to academic resources, including a range of reference books and learning assistance materials.
- Assistance with web searching and other on-line resources. Staff are available to assist students, on an individual basis, with on-line and other computing tasks.
- Access to an interactive website that permits students to post information and discussion items, access information on employment, cultural, and sporting events, and a general bulletin board.

The IREU actively promotes and undertakes a series of capacity building activities for Indigenous postgraduates through:

- Access to ARC funded NIRAKN Level A workshops that cover: graduate capabilities, dissertation examination, project management, supervision, ethic applications, Indigenous research ethics and integrity, Indigenous research methodologies, conference paper protocols and presentations, academic writing, the value of publishing, academic career planning and endnote database.
- Access to ARC funded NIRAKN seminar series, critical reading groups and a research methodologies masterclass.
- Support for supervisors of Aboriginal and Torres Strait Islander postgraduate students through the creation of an Aboriginal and Torres Strait Islander Supervisory Advisor Group (ATSISAG).
- Creation of the Aboriginal and Torres Strait Islander Research Strategy working party to produce highly skilled Aboriginal and Torres Strait Islander research graduates who have the knowledge and skill sets required to conduct complex research, analysis and for evidence based policy development across the faculties.
- Regular Indigenous postgraduate student morning/afternoon teas further deepening relationships and mentoring to completion.
- Quarterly Indigenous HDR student seminars.
- Marketing of University HDR programs through an Indigenous specific outreach community event IndigiSearch and QUT NAIDOC week events.

In addition, QUT faculties and schools provide local support within course and discipline areas, particularly where there are significant numbers of Aboriginal and Torres Strait Islander students.

The Oodgeroo Unit provides dedicated computer laboratory access across all three campuses to support the learning needs of Aboriginal and Torres Strait Islander students. Data analytics show that Indigenous students are more likely to use computer labs on campus than non-Indigenous students.

Strategy directly funded by ISSP and other university resources

2.2 The rise or fall of success/progression rates

QUT continues to attract and retain increasing numbers of Aboriginal and Torres Strait Islander students with 2018 semester 2, post-census enrolment data recording a total of 817 (7.17% increase) undergraduate and postgraduate (coursework and research) students compared to 771 in 2017. University Wide (double degrees) decreased enrolments of 71 students, a 4% decrease from 74 in 2017.

All faculties have increased enrolments from 2017:

- Faculty of Health 14.9% increase to 208 students, from 181
- Faculty of Law 10.8% increase to 92 students from 83
- QUT Business School increase 9.8% to 157 students from 143
- Science and Engineering increase 6.9% to 124 increase from 116
- Faculty of Education increase 1.4% to 74 increase from 73
- Creative Industries increase 2.3% to 91 from 89.

The retention for Aboriginal and Torres Strait Islander students in 2017 was 79.2 compared with domestic non-Indigenous which was 82.45%.

2018 data indicates an overall EFTSL increase of 1.7% in 2018 up from 543.68 in 2017 to 553.01 in 2018. The following faculties had an increase in EFTSL in 2018:

- Faculty of Health increasing by 2.2% to 146.09 (146.09 in 2017)
- Science and Engineering Faculty increasing by 8.15% to 95.64 (88.15 in 2017)
- Creative Industries Faculty increasing by 2.8% to 65.25 (67.14 in 2017)
- Faculty of Law increasing by 13.7% to 60.49 (52.74 in 2017)
- Faculty of Education increasing by 2.46% to 54.26 (52.94 in 2017)

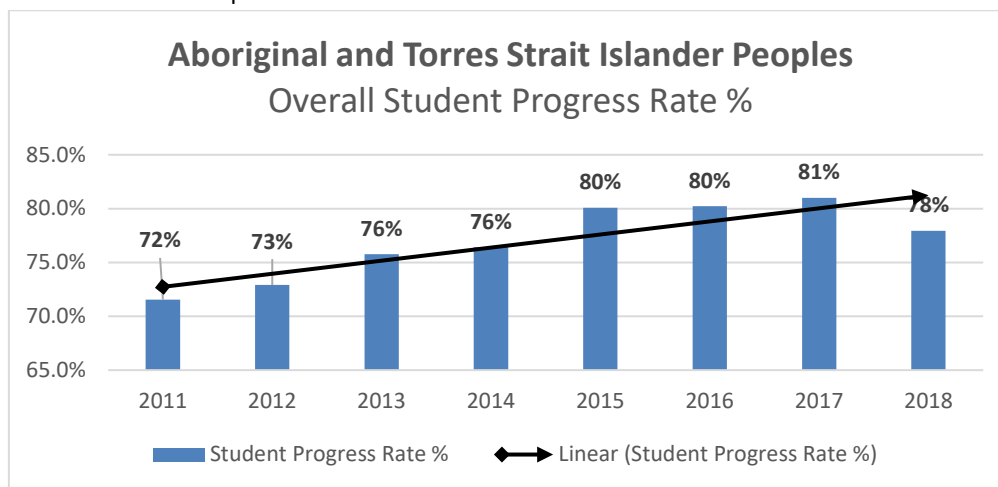
The following faculties has a decrease in EFTSL in 2018:

- QUT Business School decreasing by 5.56% to 71 (75.06 in 2017)
- University Wide decreasing by 7.63% to 59.88 (64.63 in 2017)

Student **enrolments** indicate increasing retention of Aboriginal and Torres Strait Islander students during the period 2014 to 2018, with 508 continuing students in 2018, of which 35 are HDRs. Continuing enrolments account for the largest proportion of growth (62% growth from 2014 to 2018), alongside an upward trend (38% growth from 2014 to 2018) in commencing student enrolments.

Overall Aboriginal and Torres Strait Islander student Ex-QUT **attrition** continues to decrease, down to 16% in 2018 (preliminary as at 15 October 2018), from 19% in 2013, as demonstrated in the graph below. By comparison, preliminary 2017 non-Indigenous (domestic) student Ex-QUT attrition remains at 17.55%. Retention efforts which continue to support Aboriginal and Torres Strait Islander student success need to be fully supported collaboratively across the university to improve the parity of outcomes for Aboriginal and Torres Strait Islander students. The preliminary Ex-QUT Attrition for Aboriginal and Torres Strait Islander students in the HDR cohort is 11% in 2017, however the small number of students in the cohort makes it difficult to establish a trend. Note: 2018 Ex-QUT or Course Attrition data will not be available until mid-2019.

Student **progress rates** continue to improve overall, as indicated in the following graph, with Aboriginal and Torres Strait Islander students tracking at a preliminary pass rate of 81% in 2017, compared with 76% in 2012. By comparison, non-Indigenous (domestic) student progress rates have stayed steady at between 88-89% throughout the 2012 to 2017 period. There is a 4% decline in 2018.



Although the small numbers of HDR students make trend analysis difficult, the current figures are encouraging.

Average GPAs of Aboriginal and Torres Strait Islanders students have continued to rise as demonstrated by the following tables showing **Grade Point comparisons** and trends for continuing and completed student cohorts across domestic, international, Low SES and Aboriginal and Torres Strait Islander student populations for overall QUT.

2.3 The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2018

See Table 2a for details of tutorial and other assistance provided (2018 breakdown).

2.4 The size of the Indigenous Support Unit or other Indigenous student support activities

The Oodgeroo Unit, with a staff of 13 maintains its responsibility and commitment to supporting the Aboriginal and Torres Strait Islander student life-cycle through activities that relate to recruitment, retaining and supporting undergraduate and coursework students, and supporting them to successfully complete their studies. The Oodgeroo Unit, in conjunction with the other QUT Aboriginal and Torres Strait Islander programs, has an important leadership role in the University in promoting the Aboriginal and Torres Strait Islander education agenda. The Oodgeroo Unit's core business functions to support students through to graduation are:

The **Learning Support Team** manages the delivery of the Keystones of Success: Supporting our future leaders program which provides tuition support to eligible Aboriginal and/or Torres Strait Islander students. Keystones of Success assists students with academic performance, transition into the job market and transition into postgraduate study. The program aims to address access by Aboriginal and Torres Strait Islander students to higher education and their retention and completion rates through:

- specialised academic extension activities centred on tutorial assistance
- academic skills programs

- one-to-one academic advising
- contextualised discipline-specific guidance through faculty liaison support.

In addition the Learning support team provides students with a centralised point of contact for advice and guidance for all non-academic queries including cultural support, general study information, connecting students to appropriate QUT services and linking students with community-based providers.

- The **Recruitment, Events and Communication Team** is responsible for coordinating and implementing recruitment, marketing and promotional activities to raise the profile of the Oodgeroo Unit with potential students, graduates, government and the general community both internal and external to QUT. The Recruitment, Events and Communication Team is responsible for the development of strategic and operational marketing and communication plans to raise the Oodgeroo Unit's profile and promote its areas of expertise within QUT and the broader community. Important activities include planning annual events, which may include conferences, public lectures and seminars, as well as cultural events, developing a range of communication strategies, liaising with students and staff, enhancing the student website, producing an electronic newsletter and coordinating Oodgeroo Unit marketing activities with those undertaken by other areas of QUT.
- The **Professional Services Team** provides operational and administrative support to students and staff of the Oodgeroo Unit.

Strategy directly funded by ISSP resources

The Indigenous Research and Engagement Unit (IREU), with a staff of 8, maintains its responsibility and commitment to supporting the Aboriginal and Torres Strait Islander student life-cycle through activities that relate to recruitment, retaining and supporting of HDR students. The Indigenous Research and Engagement Unit provides strategic leadership, guidance and advice across the university in relation to the increasing and strengthening of Indigenous research capabilities and outputs, promoting Aboriginal and Torres Strait Islander higher degree research, research training and implementing the QUT Aboriginal and Torres Strait Islander Research Strategy. The IREU's core business functions to support students through to graduation are:

- The **Business Administrative Team** provides operational and administrative support to students and staff of the IREU. Within this team is the inclusion of an Indigenous Postgraduate Programs Officer responsible for coordinating and implementing recruitment, marketing and promotional activities to raise the profile of postgraduate studies and higher degree research with potential students, graduates, government and the general community. Important activities include planning annual events, which may include symposiums, public lectures, seminars, training workshops and roundtables as well as cultural events, developing a range of communication strategies, liaising with students and staff, enhancing the student websites, producing an electronic newsletter and coordinating Indigenous Research and Engagement Unit marketing activities with those undertaken by other areas of QUT.
- The **Academic Team** within the IREU contributes to the recruitment and supervision of Aboriginal and Torres Strait Islander students. The team also contributes to the coordination and development of nationally competitive research grants. Also at the university-wide level the Academic Team is tasked with the implementation of the Aboriginal and Torres Strait Islander Research Strategy through capacity building initiatives for non-Indigenous staff and students via the following: the Aboriginal and Torres Strait Islander Supervisory Group providing mentoring and advice for supervisors of Indigenous HDR students, the development and delivery of Indigenous knowledges module for Master of Philosophy students. The Academic team is also engaged in collaborative and individual category one and two research through a variety research initiatives.

Strategy directly funded by ISSP resources

2.5 Strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment

QUT's Blueprint and current Aboriginal and Torres Strait Islander Action Plan both includes a specific commitment to improving the cultural competence of all staff. A three-hour face-to-face workshop on cultural competence was designed in-house and has been delivered to staff by two trainers – one Indigenous and one non-Indigenous – since 2016. By late 2018, the workshop had been presented 223 times to a total of 3,580 staff.

The Faculty of Health established a Cultural Safety and Indigenous Knowledges Working Group to examine its curriculum content for both these topics. Following a review of guideline documents from each of Faculty's discipline areas, the Faculty Executive Committee endorsed the need for a Faculty-wide, strategic approach to the inclusion of Cultural Safety and Indigenous Knowledges in all Faculty of Health academic programs, noting that substantial work had already been undertaken in some disciplines.

Strategy directly funded by QUT

[QUT's Recommended Guidelines for Aboriginal and Torres Strait Islander Terminology](#) outlines the University's preferred approach to using correct terminology.

Table 2a Tutorial assistance provided in 2018

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling			
Undergraduate	243	10,024	
Post graduate	13	60	
Other			
Total	256	10,084	\$669 218

3. Completions (outcomes)

3.1 Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

The Oodgeroo Unit administers the **Keystones for Success: Supporting our future leaders** program for students requiring academic tutorial assistance for up to two hours per week per subject.

The Oodgeroo Unit uses Blackboard for the management of the Keystones for Success. General information for students, eligibility guidelines and application forms are uploaded to the “Your Oodgeroo” Blackboard page alongside all Learning Support Resources, which is only accessible by Indigenous students at QUT. This allows students a clear and easy process for gathering additional information around learning support and the Keystones for Success program. The Oodgeroo Unit’s Learning Support team also runs information sessions during the Centralised Assessment Selection Program, which is the Oodgeroo Unit’s alternative entry pathway and at the Pre-Orientation Program for commencing Indigenous students. These sessions highlight the array of learning support activities available for Indigenous students at QUT.

Strategy directly funded by ISSP resources

3.2 The rise or fall of completions

Completion outcomes continue to improve with the number of Aboriginal and Torres Strait Islander students completing their course of study and graduating, rising from 78 in 2014 to 136 in 2017.

All faculties had an increase in completions in 2017:

- Creative Industries Faculty increasing by 57.14% to 18 (10 in 2016)
- Faculty of Education increasing by 40% to 12 (8 in 2016)
- Faculty of Health maintaining completions at 28 (28 in 2016)
- Faculty of Law increasing by 7% to 15 (14 in 2016)
- Science and Engineering Faculty increasing by 24% to 14 (11 in 2016)
- QUT Business School increasing by 31.25% to 37 (27 in 2016)

Note: 2018 Course Completion data will not be available until mid-2019.

3.3 Strategies connecting graduates with employment (both within and outside of the institution)

In 2015, QUT was the first university to sign a 10 year partnership agreement with **CareerTrackers**. CareerTrackers is a national non-profit organisation that creates private sector internship opportunities for Indigenous university students. CareerTrackers supports pre-professional Indigenous university students and links them with private sector employers to participate in paid multi-year internships. Students perform their internship with a sponsoring company with the aim of converting from intern into full-time employee upon completion of their university degree.

In addition to making long-lasting placements CareerTrackers provides. In 2018, QUT had 93 current interns, 8 graduating interns and 55 Alumni. A wide spectrum of support to help prepare students for leadership in the workplace and the community.

In 2018 the **BDO Indigenous Cadetship** and **Deloitte Indigenous Internship** program were established.

The BDO Indigenous Cadetship is a twelve-month placement program providing QUT students with professional capabilities and work experience in their field of study. Students fulfil a work placement of one to two days a week to combine study and work in their related field. There will be the potential for employment at the completion of the Cadetship program, adding commitment to BDO's Inclusion and Diversity plan. The program offers the workplace training and development, one-to-one mentoring, coaching, flexible work options, and health and wellbeing benefits.

The Deloitte Indigenous Internship is a six-month placement program providing QUT students with professional capabilities and work experience in their field of study. Students will fulfil a work placement of one to two days per week to combine study and work in their chosen field. There will be the potential for employment at the completion of the Internship program.

3.4 Strategies to assist graduates

The university has no formal programs to assist Aboriginal and Torres Strait Islander graduates, however the Oodgeroo Alumni Chapter was established in 2016 with the aim to build a supportive network of QUT Aboriginal and Torres Strait Islander alumni, students and staff of QUT and its predecessor institutions, and has the full support of QUT's Oodgeroo Unit and the Alumni Office.

3.5 Strategies to monitor student outcomes after graduation

Each year, QUT participates in the Graduate Outcomes Survey (GOS) and GOS-Longitudinal (GOS-L), and prior to that the Australian Graduate Survey (AGS) including the Graduate Destinations Survey (GDS). These surveys (GDS and GOS) occur approximately four months after graduation, and ask the graduates various questions about their employment, and further study outcomes.

The 2018 GOS-L supplements the GOS by measuring the medium-term employment outcomes of higher education graduates, approximately three years after they have completed their course, of graduates who responded to the 2015 Graduate Destinations Survey.

As reported in the 2018 GOS-L survey, in general, Indigenous undergraduate graduates' employment outcomes are similar to those of non-Indigenous graduates. Indigenous graduates have higher full-time employment outcomes in the short-term but non-Indigenous graduates close this gap in full-time employment in the medium-term. Indigenous graduates have higher salaries both in the short- and medium-term. The relatively small number of Indigenous respondents means these estimates are less reliable. (QILT 2018 *Graduate Outcomes Survey – Longitudinal (GOS-L) National Report*, October 2018, page 16.)

As reported in the 2018 GOS-L survey, in general, Indigenous postgraduates experienced lower overall employment, labour force participation and median salaries than non-Indigenous graduates in the short-term but the overall employment rate and salaries of those who remained in the workforce after three years surpassed non-Indigenous graduates. Caution is warranted in examining the labour market outcomes of Indigenous postgraduate coursework graduates because of the small number of respondents. (QILT 2018 *Graduate Outcomes Survey – Longitudinal (GOS-L) National Report*, October 2018, page 39)

QUT's response rates to the GOS and GOS-L by Aboriginal and Torres Strait Islander graduates are currently too low to release any data with confidence. Weblink: <https://www.qilt.edu.au/about-this-site/graduate-employment>

4. Regional and remote students

4.1 Outreach providing information to potential students from regional/ remote areas

The inaugural Blackwater State High School (BSHS) Indigenous student Camp to QUT, branded by the Blackwater students ***Murris of Blackwater to QUT*** (MOB2QUT), aimed to raise educational aspirations and prospective career goals for Indigenous students from BSHS. This was achieved through connecting the students with some of QUT's most outstanding teachers, learning environments and the broader QUT and Brisbane community. Seven students participated in the camp (1 year 9, 4 year 10 and 2 year 12) with 2 supporting teachers (1 Teacher and 1 Head of Department)

The intent of the Camp was to provide students who potentially go unrecognised and unrewarded in the education system access to a university experience, tangible recognition as valued members of the QUT community and to reinforce QUT's commitment to widening participation for Indigenous students from rural and remote communities.

An important element of the Camp was connecting the students with some of QUT's most outstanding teachers including, for example Distinguished Professor Peter Corke, Australian University Teacher of the year (2017) and Director of the Australian Centre for Robotic Vision and Associate Professor Laura Gregory, Australian Awards for University Teaching recipient (2017).

Strategy directly funded by ISSP, HEPP and other university resources

The Faculty of Health continued its long-standing and positive engagement with the **Cherbourg community** in 2018. This includes a community-driven research agenda developed with Cherbourg Health Services that provides opportunities for our students and staff to address questions raised by the community.

The Faculty of Health has established partnerships with **Carbal Health Services** and the **Karbul Young Emerging Elders Alliance Inc.**

Significant community engagement activities also occur through the **QUT Health Clinics** as part of QUT's Widening Participation Program. 2018 activities included delivering services and support to the North Coast Indigenous Well Persons Health Check Day and the Visiting Optometry Scheme delivering services to Cherbourg community.

The Faculty sponsored four Aboriginal and Torres Strait Islander students to attend the **2018 International Indigenous Allied Health Forum** and two students for the Health Fusion Team Challenge in Sydney.

Strategy directly funded by HEPPP and other university resources

QUT Business School ran two activities with Indigenous school groups this year. The sessions were included an Oodgeroo Unit program.

1. March 2018: **Aldridge State High School** Maryborough – years 9 to 10. Six students participated in a “Jurassic World” workshop with a Public Relations focus.
2. July 2018: **Mitchelton State High School** – years 7 – 12. 27 students engaged in a Zest Advertising Agency workshop – an activity with an Advertising and Marketing focus.

Strategy directly funded by HEPPP and other university resources

The Science and Engineering Faculty partnered with Widening Participation to deliver the Science and Engineering Challenge in targeted schools. Nine students identifying as Indigenous participated in 2017/8.

The CEO of **Wujal Wujal Aboriginal Shire Council** has requested for QUT to deliver a workshop series for high school students to support engagement with STEAM and higher education, with the potential to further develop this pilot program for delivery through the 13 Aboriginal communities in Cape York. The Coding on Country program is being facilitated as part of our QUT Engagement Innovation Grant “Creating new pathways to STEM for young Aboriginal and Torres Strait Islander people through community engagement and co-design” led by Dr Alessandro Soro, and also advances Ms Jennyfer Taylor’s PhD work on co-designing new technology for Aboriginal and Torres Strait Islander language teaching and learning.

Strategy directly funded by HEPPP and other university resources

Equity Department activities included on-campus days, residential campus and post-school options sessions for 8,600 school students from the Moreton Bay region, as well as in-school curriculum-enhancement activities for many thousands more. The Moreton Bay region includes a number of areas classified as inner regional, including one of the camps which services the Wide Bay district. About 12% of these students are Aboriginal or Torres Strait Islander. Free impartial careers counselling was provided to mature-age and school-age people in the region by two careers counsellors, one of whom is Indigenous.

Strategy directly funded by HEPPP and other university resources

Twice a year the **QUT Big Lift Alumni group**, comprising final year students, organise a trip to remote and rural communities, including Indigenous communities, which support outreach activities. The QUT Big Lift is a student club both under the QUT Guild and as an Alumni chapter. The student-run group engages students of all ages and disciplines with regional and Indigenous communities through creating opportunities for meaningful volunteering. The 2018 trip took in Murgon, Cherbourg, Eidsvold, Theodore, Agnes Waters and Bundaberg.

Strategy directly funded by HEPPP and other university resources

4.2 Strategies to improve access to university study

The University has a long-standing outreach, admissions and support programs for under-represented groups, with a particular emphasis on low-SES, rural and Indigenous students. Through widening participation, the University is dedicated to increasing enrolments from students who may not feel that they have the opportunity to study at university.

The University’s Explore Uni Program employs a diverse range of QUT students who aim to inspire and encourage students from years 6 to 12 to consider tertiary education as one of their post-school options.

Website: <https://www.qut.edu.au/about/equity/widening-participation>

4.3 Activities to support students during their studies

Apart from the Indigenous-specific support provided, rural, regional and remote (RRR) students are supported from the time of application through to their time as enrolled students by way of targeted information, practical assistance and a welcoming environment, through for example:

Electronic direct mail. All domestic students who get a QUT offer and are relocating (based on postcode) are sent an email after the major QTAC offer rounds in January. This email provides information about living in Brisbane, accommodation services, relevant Orientation Week activities, equity scholarships, part-time employment, and getting help with their studies, and information for parents.

- *Welcome phone calls.* Post-offer, all students who are relocating from rural, regional and remote locations 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 students who are relocating (based on postcode) from rural, regional and remote locations 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 relevant to RRR students and their families included sessions for parents and partners of commencing students, and sessions focused on accommodation and settling into life in Brisbane, as well as on learning support, personal reliance, and social activities.

- An emphasis on engagement activities and friendship groups led by peers – ‘Connectors’ – to ensure a sense of belonging.
- *Accommodation Services.* Unlike many other universities, QUT does not own accommodation. Instead, QUT’s Accommodation Services area 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/bursaries awarded each year to those with financial hardship and complex life circumstances. The criteria for awarding Equity Scholarships (\$3,500) and Bursaries (\$1,500) include disadvantage based on relocating from a regional or remote location. Applicants can apply when they do their QTAC application, and are advised before the end of the year if they have been successful.
- Within this broad scheme, QUT offers several equity scholarships specifically targeted at low-income students from rural or remote areas:
 - Tim Fairfax AC Regional and Remote Learning Potential Fund Scholarships (32 at any point in time) - \$7,500 per annum for domestic undergraduate students from rural or remote areas who are experience financial hardship
 - Laurie Cowled Learning Potential Fund Undergraduate Scholarships (six per year) - \$5,000 per annum for female domestic undergraduate students from rural or remote areas who are experiencing financial hardship (for students studying in the Faculties of Science and Engineering, Creative Industries or Education
 - CS Energy Learning Potential Fund Scholarship - \$3,500 per annum for domestic students from rural or remote areas who are experiencing financial hardship (for students studying a Bachelor Degree in Engineering or Science)
 - Indigenous Relocation Scholarship (Commonwealth-funded) - \$5,000 per annum for students of Aboriginal or Torres Strait Islander descent experiencing financial hardship.
- *Inclusive student services.* Internal tracking of support services data tells us rural, regional and remote students are using learning support, careers advice, counselling, disability services etc. at or above the rate in proportion to their representation.

4.4 Any special measures to help students maintain connections with home

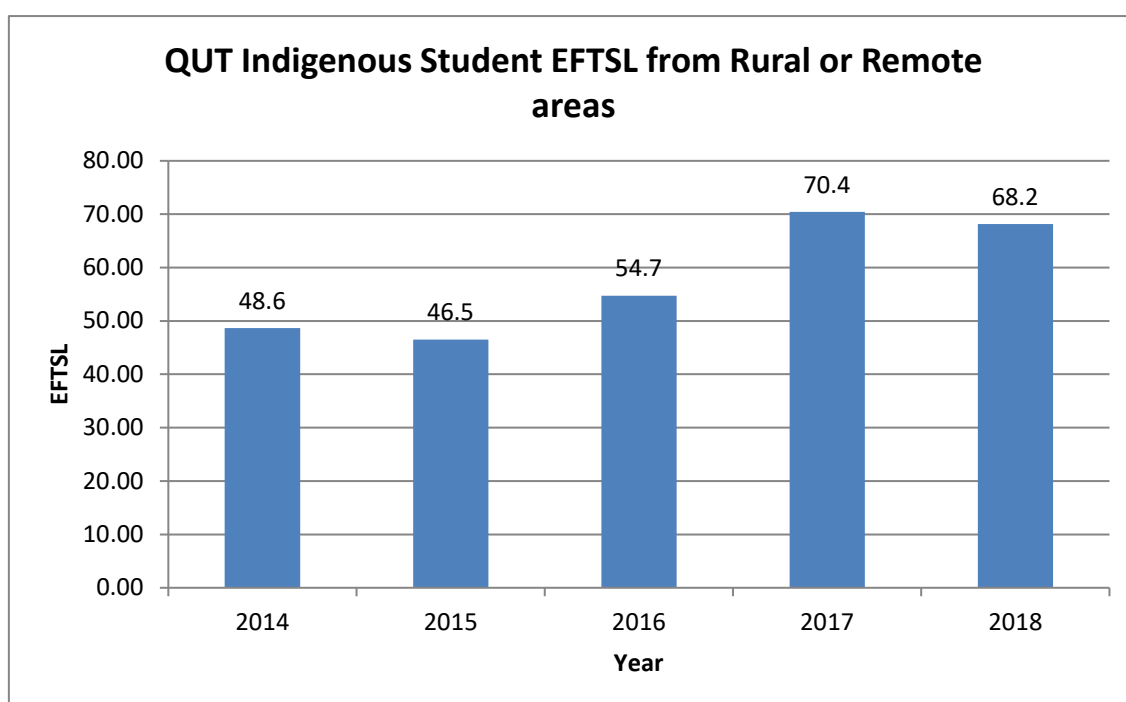
Existing equity and counselling support services provide avenues for students to discuss issues with separation from home and staying connected.

4.5 Distance learning support or mixed mode delivery options

Student support both on campus and off campus is a strategic priority for QUT. The University has adopted a consistent and centralised service delivery model since April 2017 for students across all modes of study. In addition, students are also able to access support via HiQ’s live chat functionality and through the provision of online support and online resources. HiQ’s extensive operating hours provide flexibility in contacting services, opening between 7.00am-10.00pm Mondays to Fridays during semester and 9.00am-5.00pm Saturdays and Sundays.

4.6 Rationale for any rise or fall of Indigenous Equivalent full-time student load

From 2014 to 2018, QUT has seen a 40.2% increase in Aboriginal and Torres Strait Islander Peoples from Rural or Remote areas of Australia. Increasing from 48.6 EFTSL in 2014 to 68.2 in 2018. This is in an environment of only a 3% total increase across all Universities in students from Rural or Remote areas. In terms of course enrolments, this is an increase from 67 in 2014 to 117 in 2018.



Note – Rural/remoteness as per 2011 Census for ASGS indices, where remote area by ASGS is inner-regional Australia, outer-regional Australia, remote Australia or very remote Australia.

Indigenous Indicator	2014	2015	2016	2017	2018
Indigenous Indicator (Yes)					
Rural Indicator (Yes)	48.64	46.50	54.73	70.43	68.18
% Change Year to Year	16.8%	-4.4%	17.7%	28.7%	-3.2%
Overall Change					40.2%

Table 4 Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns) ^[ix]	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2017 Payments	\$283,685.50	75	\$423,662	82.5			\$707,347.50	157.5
B. 2018 Offers +continuing commitments ^[x]	\$292,956	73	\$392,780	76			\$685,736	149
C. Percentage ^[xi] (C=B/A*100)							96.94%	
2018 Payments	\$237,006	54.5	\$283,697.5	55			\$520,703.50	109.5

5. Working with Vulnerable People Requirement

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider have a compliance process in place?	Yes

QUT ensures, as part of the funded grant activities, that any staff engaging with vulnerable people, including children, are compliant with state legislation.

QUT is committed to the management of its compliance obligations as an integral and embedded part of all its activities. The QUT compliance risk management program applies to all QUT activities to which external compliance obligations are relevant. QUT's *Compliance* policy can be accessed from http://www.mopp.qut.edu.au/A/A_01_03.jsp. QUT acknowledges that further work in relation to working with vulnerable people compliance is planned in the future.

6. Eligibility requirements

6.1. Indigenous Education Strategy

6.1.1 Explain how the university has met its requirements under section 13 of the ISSP Guidelines

The University is committed to social justice and equal opportunity in education, employment, and research, and provides a particular emphasis on strategies that support Aboriginal and Torres Strait Islander peoples to achieve excellent educational outcomes. Strategies at the University and local levels are underpinned by key recognitions and responsibilities outlined in QUT's "Reconciliation Statement", and are aligned with the *QUT Blueprint*, Universities Australia's "Indigenous Strategy 2017-2020", and other Indigenous-related strategic documents. QUT further recognises that a University-level strategy is essential to Aboriginal and Torres Strait Islander education success.

In June 2017, QUT developed a draft Indigenous Education Strategy for consideration by the Indigenous Education, Research and Engagement Committee and other key stakeholders. Considerable progress was made to the draft in the later part of 2017. Noting that the Strategy would require the Vice-Chancellor's approval, the Indigenous Education, Research and Engagement Committee resolved to re-submit the Indigenous Education Strategy for consideration at its February 2018 meeting.

After extensive consultation among the University and Indigenous communities, in June 2018, QUT commenced an external search to recruit a Pro Vice-Chancellor (Indigenous Strategy), who will be responsible for institutional policy, strategy, and advice in relation to all aspects of Indigenous higher education at QUT. The position will play a critical role in engaging with the University's internal and external stakeholders, Indigenous communities, and representative bodies, as well as Commonwealth and State Government Ministers and Departments. The role will ensure alignment of all related Indigenous initiatives and activities with the University's overall strategy, the *QUT Blueprint*, which is itself under review. Coinciding with the decision to recruit a Pro Vice-Chancellor (Indigenous Strategy), a deliberate decision to postpone the review of the Indigenous Education Strategy was made by the Vice-Chancellor, until the Pro Vice-Chancellor (Indigenous Strategy) commenced at QUT. Angela Leitch commenced in the role in mid-February 2019. The refreshed Strategy is now being progressed for consideration by the Indigenous Education, Research and Engagement Committee and other University-level committees.

While the review of the University-level Strategy is currently being progressed, a number of existing strategies pertaining to Indigenous matters are being implemented and monitored at the University and local levels.

The Indigenous Research and Engagement Unit (**IREU**) has carriage of the QUT Aboriginal and Torres Strait Islander Research Strategy (ATSIRS) as a sub component of the Indigenous Education Strategy. Through this strategy, specific Indigenous methodologies workshops have been delivered both face-to-face and online for the Master of Philosophy degree for all enrolled students as an identifiable graduate attribute.

The Aboriginal and Torres Strait Islander Supervisory Advisory group provides supervisors of Indigenous students with a collaborative network as well as workshops and activities to build their cultural competency. Progress against the ATSIRS is regularly reported to various committees, based on information provided by IREU, Faculties and Research Institutes.

The **Indigenous Knowledges (IK)** minor invites students to critically reflect on their own understandings and challenges them to develop personal standpoints as they examine the limitations of dominant perspectives in

the Australian society. The minor draws on Aboriginal and Torres Strait Islander knowledge systems and perspectives while disrupting and critiquing existing systems of knowing and being. The four units in the minor are:

- Yatdjuligin: Cultural Safety in the Indigenous Australian Context (OUB100)
- "Am I black enough?" Indigenous Australian Representations (OUB110)
- Smash the Acts - Contemporary Indigenous Australian Politics (OUB120)
- Indigenous Knowledges: Research Ethics and Protocols (OUB130).

Our pedagogical and assessment strategies, informed by Indigenous epistemologies and ontologies, stimulate student reflections upon notions of identity, history, nationalism and culture. Students navigate multiple entry and exit points for learning, as Indigenous perspectives and pedagogies are non-linear with no pre-determined endpoint. Indigenous knowledges reauthorises Aboriginal and Torres Strait Islander epistemologies and maintains its own standpoint against contestations.

Course teams as part of the curriculum life cycle at QUT make decisions for 'where' IK is delivered within a course. These decisions are based on whole of course view, scaffolded approaches to curriculum planning and delivery, innovation, inclusion of community and industry voices and student feedback. IK minor inclusion at QUT may be categorised as:

- IK minor in the curriculum has been progressed through professional development offerings, specific inclusions in curriculum development, approval, accreditation and re-accreditation processes and individual and course team consultations. Formal professional development in IK minor has been delivered through the Foundations of Learning and Teaching (FoLT) program and the Graduate Certificate in Academic Practice (GCAP).

Strategy directly funded by ISSP

Creative Industries Faculty

- Faculty embedded Indigenous Knowledges minor in undergraduate program, including that minor in the first/compulsory set of choices.
- A review of the minor was undertaken in 2018 to ensure content remains current and relevant.
- All community consultations with BlackCard completed (3 sessions in total).
- Indigenous staff workshop occurred in late November.

Strategy directly funded by other university resources

Faculty of Education

As part of the reaccreditation of our Bachelor of Education degree program, the Faculty has reviewed and refined the current program in relation to embedding Indigenous perspectives in the whole of course design. The Faculty invites consultation sessions with Indigenous elders and the community through all course redesign sessions.

Strategy directly funded by other university resources

Faculty of Health

Health has established a Cultural Safety and Indigenous Knowledges Working Group to examine our curriculum content for both of these topics. Following a review of guideline documents from each of our disciplines, the Faculty Executive Committee has endorsed the need for a Faculty-wide, strategic approach to the inclusion of Cultural Safety and Indigenous Knowledges in all Faculty of Health Academic Programs, noting that substantial work has already been done in some disciplines.

Strategy directly funded by other university resources

Faculty of Law

The embedding of Indigenous Knowledges (IK) in the curricula of Faculty courses has been identified as a priority in the Faculty Action Plan and the Faculty Equity Priorities.

In the Bachelor of Laws (Hons) curriculum students study a mandatory contemporary law and justice unit that addresses Aboriginal and Torres Strait Islander legal knowledges in an expanded fashion. These legal knowledges are also embedded in key core units, such as LLB106 Criminal Law, and a range of elective units.

As part of the Faculty's continued efforts to further embed IK and perspectives in the curriculum, the School of Law consulted with Aboriginal and Torres Strait Islander law students as part of the student consultation process for the curriculum review.

In October, Alison Quin of the Learning and Teaching Unit facilitated a workshop for Law School academic staff on "Embedding Indigenous Knowledges and perspectives in our curriculum: The reaccreditation process and beyond".

A workshop on embedding IK will be facilitated by Aboriginal academic and researcher Marcelle Burns at the Law School retreat in December 2018.

Indigenous Knowledges content is embedded throughout the Bachelor Justice degree, with a large number of units touching on specific Indigenous issues.

Faculty staff and students participate in the Cherbourg-QUT Project which engages students from across all disciplines at QUT to support community-initiated projects within the Cherbourg Aboriginal Community.

The Faculty consulted with the Indigenous Lawyers Association of Qld regarding digital representations of First Nations art and artefacts when preparing a proposal for a new postgraduate course in innovation and technology law.

Information about QUT's IK minor is provided to undergraduate law and justice students. The School of Law's Real Law Blackboard site includes a video on the Indigenous Knowledges minor and the Justice Student Community Site lists it as preferred minor.

QUT Business School

All programs and study areas in the QUT Business School are mapped to reflect the integral placement of Indigenous knowledges within the curriculum and a process of progressive and incremental improvement in the volume of units incorporating Indigenous knowledges continues.

Strategy directly funded by other university resources

Science and Engineering Faculty

Courses: SEF courses align to the University's policy and systematically includes Aboriginal and Torres Strait Islander perspectives into curriculum.

Strategy directly funded by other university resources

Extra-curricular awareness-raising

The Oodgeroo Unit has a high level of engagement with Indigenous community groups, and uses its networks to develop partnerships to raise awareness of QUT, the facilities and programs available to support Aboriginal and Torres Strait Islander students, and the University's commitment to providing pathways for students to enter higher education study. In collaboration with government and non-government agencies, the Oodgeroo Unit

hosts regular community engagement meetings to bring together Aboriginal and Torres Strait Islander community groups in the Northern corridor of South-East Queensland. The Metro North Elders group continues to meet at the Oodgeroo Unit, Kelvin Grove Campus. In 2018 the Oodgeroo Unit attended Aboriginal and Torres Strait Islander community events such as the Deadly Trackers – Careers Expo, Murri Futures in-school program, Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) events, Employment and Education Expo, TSXPO and Careers Expo.

In Celebration of the 2018 NAIDOC Theme, *Because of Her, We Can!*, the Oodgeroo Unit attended over 11 **NAIDOC week events** in early July from Cherbourg to Stradbroke Island. With a reach of over 2000 attendees across all events and with over 600 faculty guides, Oodgeroo Unit brochures and targeted flyers handed out, the events provided the opportunity to promote QUT and the Oodgeroo Unit to perspective students of the Aboriginal and Torres Strait Islander community. NAIDOC provided the Oodgeroo Unit with the opportunity to meet contacts from a range of areas including NGO's, local and state government, schools and community organisations.

The Oodgeroo Unit supported the QUT Law Society in hosting the 2018 Indigenous Reconciliation Breakfast, on 23 May at the Stamford Plaza as part of **National Reconciliation Week**. The event facilitates the building of relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples. Uncle Sam Watson was the guest speaker speaking on the theme of *Don't Keep History A Mystery*.

Aligning with the **National Reconciliation Week** theme of *Don't Keep History A Mystery*, The Oodgeroo Unit's Giving Back – Going Forward 2018 event presented "*My Struggle, My Fight*" a powerful documentary addressing the trauma and heartache of past and current policies by Queensland Child Protection Services, specifically around the removal of children in the Cherbourg community. Over 100 students, staff and externals attended the event in the Owen J Wordsworth Room including QUT Registrar Shard Lorenzo and high profile Indigenous academic Professor Gracelyn Smallwood AO.

In August, the Oodgeroo Unit, with faculty and divisional support hosted QUT's 5th **Murri- Ailan** Way event celebrating Aboriginal and Torres Strait Islander community, culture and talent at QUT. Known as QUT's NAIDOC celebrations, the event was held over three days across all two campuses with music, dance, arts, food and conversation.

The 2018 NAIDOC theme of *Because of Her, We Can!* celebrating Aboriginal and Torres Strait Islander women is featured heavily with an all-female line up including Dr. Anita Heiss, Magistrate Jacqueline Payne, Commonwealth Games Artist Delvene Cockatoo-Collins and musician Thelma Plum.

Highlights included:

- **Storylines of Women, Law & Culture** was an all Indigenous, QUT alumnus female panel who have carved out their own paths and continue to campaign for change in the law and justice system.
- **Magistrate Jacqui Payne** the first Aboriginal woman to achieve the distinction of admittance as a solicitor in Queensland.
- **Cassie Lang** holds a Bachelor of Laws/Bachelor of Justice and a Graduate Diploma in Legal Practice from Queensland University of Technology, and in Legal Practice from Queensland University of Technology, and is admitted as a solicitor in the Supreme Court of Queensland and the High Court of Australia.

- **Stephanie Parkin** Quandamooka women, QUT Alumna, HDR student and intellectual property lawyer. Stephanie's focus for her current Master of Philosophy research is based on the manufacture of fake Aboriginal and Torres Strait Islander art in the souvenir market and coming from an artistic family background, Stephanie holds a personal and professional interest with her research.
- **Allison Boland** recent law and justice QUT graduate. A Mardigan and Kooma woman from south-west Queensland. In 2015 Allison Boland was a QUT Student Leadership Excellence Award recipient. Allison is also the co-founder of Project Imba, an aspirational two phased program for the Aboriginal and Torres Strait Islander youth from the rural town of Cunnamulla.
- **Paperbark: First Nation Narratives with** Dr Anita Heiss, author poet, satirist and social commentator spoke about her work and the Aboriginal and Torres Strait Islander pioneers in literature who have inspired her.
- **Lino-cutting workshops with Delvene Cockatoo-Collins** Renowned textile and ceramics artist and 2018 Commonwealth Games medal designer Delvene Cockatoo-Collins held lino-cutting workshop across both campuses.

Strategy directly funded by ISSP and HEPPP resources

The Indigenous Research and Engagement Unit hosted an open-air screening of ***The Sapphires*** during NAIDOC week to celebrate the theme – **Because of her, we can!** The screening included a panel discussion featuring Aunty Lois Peeler – one of the original Sapphires – and Creative Practitioners Alethea Beetson and Kamarra Bell-Wykes.

The **Faculty of Education** holds an annual Stepping Out Conference for graduating Bachelor of Education students and features presentations on a range of emerging issues and topics including how to work with families and carers, crafting a teaching career, enabling establishing routines, and cyber safety for students. In 2018, the Hon Leeanne Enoch closed the conference identifying the important role that teachers play in a rapidly transforming world. The Conference also included members of our 2017 graduate cohort taking time out of their busy classrooms to host Fireside Chats with our pre-service teachers. All of the sessions are positively received by students, who indicated in their survey responses that the Conference was beneficial to their professional growth and identity.

The **Faculty of Law** sponsors students and staff to attend the annual Reconciliation Breakfast run during National Reconciliation Week (QUT) by the QUT Law Society (QUTLS).

As part of the global Enactus competition, which involves students using their entrepreneurial skills and compassion for a social enterprise project, **QUT Business School** student Patrick Gorenac created Best Foot Forward, a venture that works with Indigenous artists to produce socks and scarves that are sold online. Half of the profits are then donated to the Indigenous Literacy Foundation and Kirrawe Indigenous Corporation. Following its national competition success, the initiative was one of three to represent QUT and Australia at the Enactus World Cup in California.

6.1.2 Include current link to the university's website outlining its strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students, including monitoring and evaluation procedures. This can be a special Indigenous Education Strategy document or a section targeting developments for Aboriginal and Torres Strait Islander people in a broader university strategic or operational plan

Oodgeroo Unit <https://www.qut.edu.au/about/oodgeroo>

Indigenous Research and Engagement Unit

<https://qutvirtual4.qut.edu.au/group/staff/governance/organisational-structure/chancellery/provost/indigenous-research-engagement-unit>

Aboriginal and Torres Strait Islander Research Strategy PDF [Related link]

<https://qutvirtual4.qut.edu.au/group/staff/governance/organisational-structure/chancellery/provost/indigenous-research-engagement-unit>

6.1.3 Comment on the university's Reconciliation Action Plan if appropriate

In 2015, the Indigenous Education, Research and Employment Committee (IEREC) resolved that the QUT Aboriginal and Torres Strait Islander Action Plan (Action Plan) would be adopted in lieu of a Reconciliation Action Plan and that it would bring together the strategies of the Blueprint related to Aboriginal and Torres Strait Islander peoples, and outline associated actions. It was intended that the Action Plan would inform and guide faculties, divisions and Institutes in their strategic planning, and would be the basis for the annual report to Council.

The Action Plan covers the dimensions of student learning and teaching; research and innovation; and people, culture and sustainability. As part of the University's planning and reporting cycle, each faculty and division provided their report against elements of the Plan to the Reporting and Analysis Department.

6.1.4 Discuss the practical implementation and evaluation of your Indigenous Education Strategy

As highlighted above, QUT is currently working towards finalising its revised Indigenous Education Strategy, which will be completed over the coming months. Existing strategies pertaining to Indigenous matters are being implemented and monitored at the University and local levels, and some information has been included in the previous sections.

Embedded in the University's annual planning process, Faculties, Research Institutes, and Divisions are required to report on the progress made in relation to Indigenous strategies, which is then reported to a range of University-level committees to ensure that objectives and targets are being met.

6.1.5 Report progress against targets and milestones outlined in the strategy

No progress against targets and milestones of the Indigenous Education Strategy have been achieved in 2018. The Indigenous Education Strategy will be finalised and implemented from 2019.

6.2 Indigenous Workforce Strategy

6.2.1 Explain how the university has met its requirements under section 12 of the ISSP Guidelines

In 2018, Queensland University of Technology (QUT) reviewed its Indigenous Employment Strategy (IES). To meet the requirements under section 12 of the ISSP Guidelines, the Strategy includes:

- An increase of the number of employees engaged by QUT who are Indigenous persons to at least 3 per cent of all employees of QUT; and
- Provision for the employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor or Deputy Vice-Chancellor, or equivalent level.

The Strategy retains the inclusion of key performance indicators and prioritisation of the following matters:

- Increasing the number of academic employees engaged by the provider who are Indigenous persons; and
- The professional development and career advancement of academic employees engaged by the provider who are Indigenous persons.

6.2.2 Include current link to the university's website outlining the strategies to increase the number of Aboriginal and Torres Strait Islander people working at the university and to support the development of current Aboriginal and Torres Strait Islander employees. This can be a special Indigenous Workforce Strategy document or a section targeting development for Aboriginal and Torres Strait Islander people in a broader university workforce strategy

The University's 2018-2019 Indigenous Employment Strategy is published at:

http://www2.qut.edu.au/jobs/docs/DOC_2018_to_2019_Indigenous_Employment_Strategy.pdf.

6.2.3 Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy

Progress of the implementation of QUT's IES is reported to the Vice-Chancellor's Indigenous Education, Research and Employment Committee (IEREC). It is also discussed at the Indigenous Employment Reference Group (IERG). Progress was impacted by the vacancy of the Indigenous Employment Coordinator position for a significant part of 2018 when the Human Resources (HR) department restructured and staggered recruitment to fill numerous vacant positions. An Indigenous Employment Officer has supported implementation of the Strategy from late August. Evaluation of the progress against targets and milestones outlined in the IES is reported below.

6.2.4 Report progress against targets and milestones outlined in the strategy

Objective 1: Recruitment

Building meaningful and sustainable employment opportunities for Aboriginal and Torres Strait Islander people across all organisational areas of the University in academic, research, professional and senior positions. Providing effective engagement with Aboriginal and Torres Strait Islander peoples, communities and organisations in support of the attraction and recruitment of Aboriginal and Torres Strait Islander talent.

Strategies	Key Performance Indicators and Progress
For Aboriginal and Torres Strait Islander staff to be at least 3 per cent of the workforce	<ul style="list-style-type: none"> • The September 2018 QUT Corporate Performance Report notes a 0.88% share of staff who are Aboriginal and Torres Strait Islander people. The December report will be available in March 2019. • Each faculty, institute and division across the University has an internal target that is monitored and reported on by HR (Business) Partners and the Indigenous Employment Officer. • An online Aboriginal and Torres Strait Islander Talent Pool has been established (and promoted) in 2018 by the HR department. 33 candidates registered in 2018. • An Indigenous Employment Communication and Engagement Strategy with members of the external community will be developed in 2019. • QUT included an Aboriginal and Torres Strait Islander selection panel member workshop for advertised vacancies which Aboriginal and Torres Strait Islander candidates applied. The Indigenous Employment Officer and HR (Business) Partners facilitated a workshop for Indigenous panel members in October. • Resume writing and selection criteria support was provided on request to support individual needs (in preference of workshops). • The HR department led the light touch review of the existing Strategy resulting in the 2018-2019 IES. This was informed by multiple stakeholders including QUT Aboriginal and Torres Strait Islander staff. The Strategy review was also raised with the IREC and the IERG. The updated Strategy includes undertaking an intensive review in 2019 in partnership with the Pro Vice-Chancellor (Indigenous Strategy) to increase the rate of progress being achieved and to promote alignment with other University strategies including STEMM and the SAGE Athena Swan Program.
Increase the number of Aboriginal and Torres Strait Islanders in academic positions.	<ul style="list-style-type: none"> • A Vice Chancellor's Research Fellow (VCRF) position was not filled by an Aboriginal and Torres Strait Islander person in 2018. The complete program did not run. • QUT's HR (Business) Partners actively promote Aboriginal and Torres Strait Islander employment as part of recruitment discussions. <ul style="list-style-type: none"> ◦ 2% of QUT applications (academic and professional) were from Aboriginal and Torres Strait Islanders. • A new Electronic Direct Mail will be developed in 2019 to promote QUT's academic development programs (and other initiatives and support) to Aboriginal and Torres Strait Islander academic staff. • Information was provided to Aboriginal and Torres Strait Islander students and alumni to develop a broader understanding of working in the university sector by both the Oodgeroo Unit and the Indigenous Research and Engagement Unit (IREU).
Entry level professional positions for Aboriginal	<ul style="list-style-type: none"> • QUT's HR (Business) Partners actively promote Aboriginal and Torres Strait Islander employment as part of recruitment discussions.

Strategies**Key Performance Indicators and Progress**

and Torres Strait Islander peoples.	<ul style="list-style-type: none">○ 2% of QUT applications (academic and professional) were from Aboriginal and Torres Strait Islanders.○ Example: The Division of Resources is investigating an Indigenous work experience / placement / internship program with the Oodgeroo Unit and CareerTrackers. The program could involve experience in a wide range of activities including Finance, Planning, and Data Analytics along with opportunities within Facilities Management that could include building disciplines.● HR is developing a graduate/traineeship program proposal in 2019.
Position for senior executive employee at the level of Pro Vice-Chancellor or Deputy Vice-Chancellor, or equivalent level.	<ul style="list-style-type: none">● Recruitment process for the position of Pro Vice-Chancellor (Indigenous Strategy) commenced in late 2018. After an extensive national search, Angela Leitch will commence as Pro Vice-Chancellor (Indigenous Strategy) in February 2019.

Objective 2: Retention

Ensuring workplace practices provide a supportive and flexible environment which enables Aboriginal and Torres Strait Islander employees to meet professional and cultural obligations.

Strategies	Key Performance Indicators and Progress
Promoting work practices that enable Aboriginal and Torres Strait Islander employees to meet their cultural obligations.	<ul style="list-style-type: none"> • Awareness of the Cultural and Ceremonial leave provision for Aboriginal and Torres Strait Islander employees is promoted through the Indigenous Employment link on our QUT Jobs website. QUT is also currently in the process of developing a dedicated page on our intranet (Digital Workplace) under the Human Resources recruitment page.
Understand the reasons Aboriginal and Torres Strait Islander employees are leaving QUT and discuss experiences of working with QUT to inform improvement.	<ul style="list-style-type: none"> • The HR department introduced exit interviews with Aboriginal and Torres Strait Islander employees in 2018. This data will help inform the development of an Aboriginal and Torres Strait Islander employee Retention Strategy in 2019. Four face-to-face exit interviews were conducted in 2018 and fifth employee provided written feedback. • Aboriginal and Torres Strait Islander staff sessions were held to discuss the outcomes of the 2018 Staff Survey results from QUT's Indigenous staff with the Vice-Chancellor and President, Executive Director, HR and Director of the Indigenous Research and Engagement Unit in late November. The Vice-Chancellor and President has committed to creating positive change in 2019 and beyond.
Internal support, networking and mentoring of Aboriginal and Torres Strait Islander employees.	<ul style="list-style-type: none"> • The Indigenous Employment Officer promoted the QUT Indigenous Staff Network to provide professional networking and support opportunities among Aboriginal and Torres Strait Islander employees. <ul style="list-style-type: none"> ○ Example: The HR department hosted an Indigenous staff afternoon tea providing opportunity for Indigenous staff to ask questions regarding the role and relationship with the Indigenous community. ○ Example: The Indigenous Employment Officer hosted an Indigenous Christmas staff lunch to encourage networking. • Resources made available from 2018 to enable Aboriginal and Torres Strait Islander staff career progression including access to career mentoring, Leader as Coach Program etc. <ul style="list-style-type: none"> ○ Example: Provision of internal coaching for an Aboriginal and Torres Strait Islander staff member (approximately 5 meetings over 10 months) focusing on career path and job opportunities/application skills.

Objective 3: Development

Enhanced career pathways for existing Aboriginal and Torres Strait Islander employees through targeted professional development and training programs.

Strategies	Key Performance Indicators and Progress
Enhanced career pathways and development progression for Aboriginal and Torres Strait Islander employees.	<ul style="list-style-type: none"> • The HR department facilitated the following workshops for all QUT Aboriginal and Torres Strait Islander staff: <ul style="list-style-type: none"> ○ Workshop 1 focused on creating effective professional networks and flexible mindset. ○ Workshop 2 focussed on personal career path development and skills for marketing and applying for job opportunities.
Supporting current Aboriginal and Torres Strait Islander employees to gain qualifications and participate in professional development opportunities.	<ul style="list-style-type: none"> • A new Electronic Direct Mail will be developed in 2019 to promote QUT's internal development programs (and other initiatives and support) to Aboriginal and Torres Strait Islander academic staff. • QUT's Professional and Academic Staff Enterprise Agreements include commitment to maximising career development for current and new Indigenous staff in order to enhance the experience of University operations. • Support mechanisms include: <ul style="list-style-type: none"> ○ Professional development program for professional staff ○ Study assistance scheme for professional and academic staff ○ Professional Development Leave (PDL) for academic staff
Increase awareness and understanding of QUT's recruitment and selection policy and process by Aboriginal and Torres Strait Islander employees.	<ul style="list-style-type: none"> • The Indigenous Employment Officer circulated an email to QUT's Aboriginal and Torres Strait Islander staff to inform them of the QUT's Recruitment, Selection and Appointment Policy. Following this, workshops were held at both campuses to provide Indigenous panel members with relevant training. The workshops supported both new panel members and those wanting to undertake refresher training.
Supporting current Aboriginal and Torres Strait Islander employees to apply for internal vacancies.	<ul style="list-style-type: none"> • The Indigenous Employment Officer regularly circulates job opportunities to internal and external Aboriginal and Torres Strait Islander community members. • Resume writing and selection criteria support was provided on request to support individual needs (in preference of workshops).

Objective 4: Workplace Culture

Commitment to creating a culturally safe and inclusive working environment for Aboriginal and Torres Strait Islander peoples. Demonstrated respect for and recognition of the unique cultural, social and spiritual knowledge and experiences that Aboriginal and Torres Strait Islander employees bring to QUT.

Strategies	Key Performance Indicators and Progress
Building a culturally competent and inclusive workforce.	<ul style="list-style-type: none">• 102 staff participated in Cultural Competence Workshops in 2018, this builds upon prior staff participation numbers of approximately 3,500.<ul style="list-style-type: none">○ Example: In addition to the (all staff) Program managed by the Equity Services department, HR Executives and HR (Business) Partners participated in Ms Mundanara Bayles' half day Black Card Training program.• The Vice-Chancellor and President, Executive Director, HR and Director, Indigenous Research and Engagement facilitated two sessions with the QUT Aboriginal and Torres Strait Islander staff to discuss the results of the QUT Staff Survey to enable input into QUT's future direction and support for Indigenous staff and students.
Increase community engagement with Aboriginal and Torres Strait Islander peoples.	<ul style="list-style-type: none">• Consultation was led by the HR department in 2018 with QUT Aboriginal and Torres Strait Islander leaders to inform a proposal for a trial Elders in Residence Program in 2019.

6.2.5 Discuss plans to support the current or future employment of an Aboriginal and/or Torres Strait Islander person in a senior position at the Pro-Vice Chancellor, Deputy Vice Chancellor or an equivalent level

After an extensive national search, Angela Leitch will commence as Pro Vice-Chancellor (Indigenous Strategy) in February 2019. A comprehensive on-boarding program has been developed to support Angela. In addition to this, strong support and leadership will be provided by the Vice-Chancellor and President and close partnerships will be developed with key stakeholders across the University. This includes: the University Executive Committee; Executive Director, HR; Director, Indigenous Research and Engagement Unit; Director, Equity and Student Counselling Department, and Director, Oodgeroo Unit.

6.2.6 Discuss plans to progress towards an Indigenous workforce target of 3% or discuss how you have achieved this target in 2018

The September 2018 QUT Corporate Performance Report notes a 0.88% share of staff who are Aboriginal and Torres Strait Islander people. The December report will be available in March 2019. In 2019, the Indigenous Employment Coordinator and HR (Business) Partners will continue to work with faculty, institute and division leaders regarding the development and implementation of workforce planning strategies. This work includes developing strategies for recruiting, developing and retaining Aboriginal and Torres Strait Islander staff (both academic and professional) to achieve individual faculty/institute/division targets.

The intensive review of the Indigenous Employment Strategy (to increase the rate of progress being achieved and align it with other University strategies including STEMM and SAGE Athena Swan Program) will include broad stakeholder input. Proposed focus areas include increasing cultural awareness and support, increasing leadership accountability and visibility, establishing a multi-layered development approach to support staff at all stages of their career, reviewing governance and reporting, establishing clear pathways for HDR students

for academic careers, developing graduate/trainee (entry-level) programs and setting aspirational workforce targets.

Table 6.2 Indigenous workforce data (2018 breakdown)

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
Professional staff				
Level 1	-	-	-	1
Level 2	-	-	-	10
Level 3	-	1	-	4
Level 4	-	3	-	5
Level 5	-	9	-	1
Level 6	-	2	-	4
Level 7	-	-	-	5
Level 8	-	2	-	3
Level 9	-	-	-	2
Academic staff				
Level A	-	-	15	-
Level B	4	-	4	-
Level C	1	-	-	-
Level D	1	-	1	-
Level E	-	-	1	-
Senior Staff	-	-	2	1

NOTES

Data is taken as a snapshot as at 31 December 2018.

Headcount data in Table 6.2 represents all staff employed in each of the employment categories. As some staff are employed in multiple positions, they are included in each of the relevant employment categories represented in the table. Note however, for the staff total at the University level, they are counted only once.

6.3. Indigenous Governance Mechanism

Indigenous Education, Research and Employment Committee provides advice to the University on Indigenous policy and strategy and monitors specific Indigenous education, research and employment programs. The Committee also facilitates and develops strategic relationships with Aboriginal and Torres Strait Islander communities and local groups.

Indigenous Education, Research and Employment Committee is a management committee accountable to the Vice-Chancellor and President for fulfilling its responsibilities:

Advisory

- Provides advice, through the Vice-Chancellor and President, the Provost, the Director, Oodgeroo Unit, the Dean, Indigenous Research and Engagement or through committees including University Learning and Teaching Committee, University Research and Innovation Committee, and Indigenous Employment Reference Group on:
 - Indigenous Australians' perspectives in curriculum
 - Recruitment, retention and completion of Aboriginal and Torres Strait Islander student
 - Recruitment, retention and support of Aboriginal and Torres Strait Islander staff
 - Indigenous research and engagement involving government, university and industry impacting on Aboriginal and Torres Strait Islander peoples
 - Relevant public and higher education policy matters before the University; and
 - Any other matter affecting Aboriginal and Torres Strait Islander peoples at QUT.
- Makes recommendations to the Vice-Chancellor and President on:
 - Aboriginal and Torres Strait Islander education and employment policy
 - QUT Aboriginal and Torres Strait Islander Action Plan
 - The Aboriginal and Torres Strait Islander Research Strategy; and
 - The Indigenous Education Strategy.
- Provides recommendations relating to the implementation of the National Indigenous Higher Education Workforce Strategy and QUT's Indigenous Employment Strategy.

Monitoring and review

- Monitors and reports on the implementation of the QUT Aboriginal and Torres Strait Islander Action Plan and policy.
- Monitors implementation of QUT's Aboriginal and Torres Strait Islander strategies.
- Reviews, monitors and recommends to the Vice-Chancellor and President on the distribution of the Indigenous Students Success Program in Higher Education (ISSP) funding to QUT's Aboriginal and Torres Strait Islander student support areas including but not limited to the Oodgeroo Unit, the Indigenous Research and Engagement Unit and Equity Services.

Community engagement

- Facilitates and develops strategic relationships with Aboriginal and Torres Strait Islander communities and local groups.

6.3.1 Statement by the Indigenous Governance Mechanism

The Indigenous Education, Research and Employment Committee is pleased to endorse the submission of QUT's 2018 ISSP Acquittal. The Committee acknowledges the work across the institution in contributing to the Commonwealth's vision for Indigenous persons to enrol, progress and complete higher education at the same rate as, or a better rate than, non-Indigenous persons. The Committee thanks the areas who contributed to the administration of the ISSP grant and to the compilation of this acquittal including the Indigenous Research and Engagement Unit, Human Resources Department, Equity Services Department, Department of Resources Planning, Oodgeroo Unit and faculties.

6.3.2 The name, positions and duration of service of staff that are part of the Indigenous Governance Mechanism

Indigenous Education, Research and Employment Committee Membership

Category	Member
One distinguished Aboriginal and/or Torres Strait Islander person who is external to QUT, as Chair, nominated by the Vice-Chancellor and President	Mr Nathan Jarro (resigned 23/3/18) Mr Leon Filewood (commenced 1/5/18)
Vice-Chancellor and President [ex officio]	Prof Margaret Sheil AO (commenced 1/2/18)
Senior Deputy Vice-Chancellor [ex officio] (title change effective from 1/07/2018) to Provost	Prof Carol Dickenson AM (commenced 13/2/13)
Deputy Vice-Chancellor (Learning and Teaching) [ex officio]	Prof Suzi Derbyshire (commenced 13/2/13)
Director, Oodgeroo Unit [ex officio]	Prof Anita Lee Hong (commenced 13/2/13)
Director, Indigenous Research and Engagement [ex officio]	Assoc Prof Peter Anderson (commenced 1/1/18)
Professor, Indigenous Research [ex-officio]	Dist Prof A (Aileen) Moreton-Robinson (commenced 6/1/16)
Associate Director, Academic - Indigenous Knowledges [ex officio]	Vacant (22/8/2018)
Executive Director, Human Resources [ex officio]	Ms Nicole Bunning (resigned 15/1/2018) Ms Catrina Dieckman Scott (Acting HR Director until 9/7/18) Ms Gillian Bromley (commenced 9/7/18)
Equity Director or nominee	Ms Mary Kelly AM (commenced 13/2/13)
Four representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor and President	Vacant Ms R (Roxanne) McDonald (resigned 27/2/18) Dr Colin Dillon (resigned 27/3/18) Mr Leon Filewood (commenced as Chair 1/5/18) Ms Mundanara Bayles (commenced 1/5/18) Ms Jody Currie (commenced 1/5/18)
Four representatives from Aboriginal and/or Torres Strait Islander community organisations nominated by the Vice-Chancellor and	Ms Carrie Sailor (commenced 1/5/18)

Category	Member
President <i>cont</i>	Mr Kaava Watson (commenced 1/5/18)
Two Aboriginal and/or Torres Strait Islander staff members of the University, nominated by the Vice-Chancellor and President	Ms Alexis McGourty (commenced 14/2/17) Dr Sandra Phillips (resigned 9/2/18) Mr Tain Loyd (commenced 20/2/18)
Coopted	Ms Elizabeth Engelbrecht (QUT Student) (commenced 6/2/18) Ms Charmaine Tatten (Aboriginal and/or Torres Strait Islander Community member) (commenced 1/5/18)
Secretary	Mrs Karoly Lockwood

All positions have been ongoing since the establishment of the Committee in February 2013.

6.3.3 The number of meetings and main agenda items discussed over the year, confirming the Indigenous Governance Mechanism had a role in advising on the use of ISSP resources

Tuesday, 13th March	Tuesday, 19th June	Tuesday, 21st August	Tuesday, 6th November
<p><i>Items for discussion</i></p> <ul style="list-style-type: none"> • Indigenous Student Success Program progress report • Annual Report on QUT’s Aboriginal and Torres Strait Islander Action Plan • Draft QUT Indigenous Education Strategy <p><i>Reports/Updates</i></p> <ul style="list-style-type: none"> • Oodgeroo Unit Report • Indigenous Research Update • Indigenous Employment Report 	<p><i>Items for discussion</i></p> <ul style="list-style-type: none"> • Semester 1, 2018 Aboriginal and Torres Strait Islander Student enrolment data • Consultation re the new position: Pro Vice-Chancellor (Indigenous Strategy) • Progress against Aboriginal and Torres Strait Islander Implementation Plan <p><i>Reports/Updates</i></p> <ul style="list-style-type: none"> • Oodgeroo Unit Report • 2018 Centralised Assessment and Selection Program outcomes report • Indigenous Research Update • Indigenous Employment Update • Update from University Equity Committee • Indigenous Knowledges Update 	<p><i>Items for discussion</i></p> <ul style="list-style-type: none"> • Indigenous Knowledges Update • 12-month review of Indigenous employment • Preparation for QUT’s Indigenous Student Success Program Report • Indigenous Student Success Program Post-Implementation review – draft QUT response <p><i>Reports/Updates</i></p> <ul style="list-style-type: none"> • Oodgeroo Unit Report • Indigenous Research Update – including Aboriginal and Torres Strait Islander Research Strategy and implementation by faculties and divisions • Indigenous employment Update 	<p><i>Items for discussion</i></p> <ul style="list-style-type: none"> • Indigenous Student Success Program – 2018 Performance Report • Oodgeroo Unit Report • Aboriginal and Torres Strait Islander student enrolment and progression trends • Proposal for a QUT Indigenous Orator Series • Progress against Aboriginal and Torres Strait Islander Research Strategy Implementation Plan and Indigenous Research Update • Indigenous Scholarships Update • Indigenous Employment Update • Update from University Equity Committee • 2018 Indigenous Education, Research and Employment Committee self-assessment review • 2019-2020 Indigenous Education, Research and Employment Committee, committee nominations

6.3.4 Other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review

For those committees noted in QUT's Manual of Policies and Procedures *Appendix 8: the Queensland University of Technology Committee Structure*, the committees with formal Indigenous representation are:

University Council

Vacant

University Academic Board

Director, Oodgeroo Unit *ex officio*

University Research and Innovation Committee

Dean, Indigenous Research and Engagement Unit *ex officio*

Equity Board

Chair of Indigenous Education and Employment Committee or nominee

University Promotion Committee

Where an application is received from an Indigenous staff member, prior to the consideration of any applications the University Promotion Committee will be reconstituted to include an appropriately qualified Indigenous staff member/Indigenous person to the Committee nominated by the Vice-Chancellor and President. This will be an additional committee position.

University Human Research Ethics Committee

One person who performs a pastoral care role in a community, for example, an Aboriginal elder, a minister of religion - appointed by the Deputy Vice-Chancellor (Research and Innovation) AND one person who identifies as Aboriginal and/or Torres Strait Islander nominated by the Indigenous Education and Employment Committee.

University Learning and Teaching Committee

Indigenous staff member nominated by the Chair of University Academic Board

Other QUT committees with Aboriginal and Torres Strait Islander membership include:

- Creative Industries Faculty Academic Board (Senior Deputy Vice-Chancellor's nominee) Curriculum Standards Reference Group
- Equity Scholarships Panel
- Faculty of Education Research and Innovation Committee First Year Experience and Retention Committee
- Higher Education Research Network Indigenous Employment Reference Group Membership of Faculty Equity Committees Orientation Organising Committee
- YuMi Deadly Centre Advisory Committee.

Roles and responsibilities of Aboriginal and Torres Strait Islander leaders within QUT:

Director – Oodgeroo Unit

The Director is responsible for the overall leadership, direction and management (both academic and administrative) across the full range of strategic and operational activities of the Centre. The position facilitates change and builds an organisational culture that is supportive of the vision of the Centre, aligned with the Indigenous communities' needs and with the University's strategic directions.

Dean, Indigenous Research and Engagement Unit

Under QUT's Innovation and Research Strategy, the Dean of the Indigenous Research and Engagement Unit (IREU), Distinguished Professor Aileen Moreton-Robinson, has responsibility for facilitating implementation of the Aboriginal and Torres Strait Islander Research Strategy.

The role of the IREU is to provide strategic leadership, guidance and advice across the University in relation to the increasing and strengthening Indigenous research capabilities, engagement and outputs.

ATTACHMENT i – 2018 SCHOLARSHIPS AWARDED

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Description
Indigenous Commonwealth Education Costs Scholarship (ICECS) (New ICS). For up to 4 years	Commonwealth		\$420,698	110	Assists Indigenous students from low-income backgrounds with their study costs.
Indigenous Commonwealth Accommodation Scholarship (ICAS) (New ICS) For up to 4 years	Commonwealth		\$152,500	35	Assists Indigenous students from low-income backgrounds who have relocated to study from regional or remote areas of Australia.
QUT Equity Starter Bursary (\$863) 1 semester	Equity Services		\$69,216	84	QUT top up starter bursary given each year to students on the Indigenous Commonwealth Education Costs Scholarship (ICECS).
QUT Equity Emergency Bursary (\$300) 1 in a semester	Equity Services		\$1,800	6	Assists QUT students who are experiencing difficulty due to an unanticipated financial situation.
QUT Equity Emergency Bursary (\$500) 1 in a semester	Equity Services		\$3,000	6	Assists QUT students who are experiencing difficulty due to an unanticipated financial situation.
QUT Emergency Bursary (\$750) 1 in a semester	Equity Services		\$3,000	4	Assists QUT students who are experiencing difficulty due to an unanticipated financial situation.
QUT Equity Bursary (\$1,500.00) 1 year	Equity Services		\$145,500	97	Assists QUT low-SES students with their study costs.
QUT Equity Scholarship (\$1,750.00) 1 semester (semester 2 only)	Equity Services		\$5,250	3	Assists QUT low-SES students with their study costs.
QUT Equity Scholarship (\$3,500.00) 1 year	Equity Services		\$127,750	38	Assists QUT low-SES students with their study costs.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Description
QUT Equity Scholarship (\$5,000) 1 year	Equity Services		\$57,500	13	Assists QUT low-SES students with their study costs.
QUT Equity Scholarship (\$7,500) (on continuing scholarship) Over 4 years	Equity Services		\$56,250	8	Assists students from low-income backgrounds who have relocated to study from regional or remote areas of Queensland and the Northern Territory.
QUT Equity WIL Bursary (\$300) 1 in a semester	Equity Services		\$1,800	6	Assists QUT students who are experiencing difficulty due to an unanticipated financial situation during their placement.
QUT Equity WIL Bursary (\$500) 1 in a semester	Equity Services		\$1,000	2	Assists QUT students who are experiencing difficulty due to an unanticipated financial situation during their placement.
QUT Equity WIL Bursary (\$750) 1 in a semester	Equity Services		\$3,000	4	Assists QUT low-SES students who are experiencing difficulty due to an unanticipated financial situation during their placement.
Arrow Energy Go Further QUT Scholarship 1 year	Private	5	\$50,000	5	Five scholarships for full-time Aboriginal and Torres Strait Islander students in degrees related to the resources sector valued at \$10 000 per year.
BDO Indigenous Cadetship	Private	2		2	<p>The BDO Indigenous Cadetship is a twelve-month placement program providing QUT students with professional capabilities and work experience in their field of study.</p> <p>Students fulfil a work placement of one to two days a week to combine study and work in their related field. There will be the potential for employment at the completion of the Cadetship program, adding commitment to BDO's Inclusion and Diversity plan.</p> <p>The program offers the workplace training and development, one-to-one mentoring, coaching, flexible work options, and health and wellbeing benefits.</p>

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Description
Caxton Legal Centre	Private	1	\$1,000	1	Awarded to a current Aboriginal and/or Torres Strait Islander student who has completed their first year of study in the Bachelor of Laws / Bachelor of Laws (Honours) with a GPA of at least 4.0, and is engaged in the Aboriginal and Torres Strait Islander community.
Deloitte Indigenous Internship	Private	5		4	<p>The Deloitte Indigenous Internship is a six-month placement program providing QUT students with professional capabilities and work experience in their field of study.</p> <p>Students will fulfil a work placement of one to two days per week to combine study and work in their chosen field. There will be the potential for employment at the completion of the Internship program.</p> <p>Through the internships Deloitte, will provide the right kinds of tools and training to ensure our interns can achieve career success through mentoring, coaching, peer support, work agility options and well-being benefits.</p>
Faculty of Law Start-up Bursaries	University	As required	\$500	10	Awarded to undergraduate law or justice students who complete the Indigenous Pre Law and Justice Program and to assist with the financial impact of attend the week-long orientation program.
Funding for SEF Indigenous Exchange program	QUT	1	\$8,000	0	Open to undergraduate Indigenous students undertaking up to one year of study exchange at an International partner university.
Getting Started Indigenous Scholarship for Business	University	4	\$16,000	4	Designed to support Indigenous school leavers with transition to university, entering a single/ double business degree.
Indigenous Postgraduate Research Award (IPRA)	University	No limit	\$27,082 pa	10	IPRA scholarships are available to be awarded to eligible applicants throughout each year

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Description
Laurie Cowled Indigenous Scholarship for Business students	Private/donor	1	\$5,000	1	Designed to support a female Indigenous student commencing or continuing in business studies.
Oodgeroo Noonuccal Undergraduate Scholarship 1 year	Oodgeroo Unit	1	\$5,000	1	Offered annually to an Aboriginal and Torres Strait Islander student who is, or who will be, enrolled in Semester Two in a QUT undergraduate degree.
Oodgeroo Noonuccal Postgraduate Scholarship 1 year	Oodgeroo Unit	1	\$7,000	1	Offered to an Aboriginal and Torres Strait Islander student in any QUT faculty or school who is, or who will be, enrolled in Semester Two in either an Honours, Graduate Diploma or Masters degree; note that the Masters program could be either a coursework degree or a research Masters degree.
Penny Tripcony Aboriginal and Torres Strait Islander Scholarship for postgraduate students (Master of Education, Master of Teaching)	Faculty of Education funded	1	\$4,672.00	1	EU70 Master of Education student (Payment includes cost of 5 units: 2018 – 2 x \$580.--; 2019 – 3 x \$820.75; and a \$600 book voucher)
Pearl Duncan Teaching Scholarships	Government (DETE)	Up to 15 available		0	The scholarships are offered at school leavers and undergraduate students who plan to undertake an approved full-time pre-service teacher education program. Mature-aged students can apply under the post-schooling category. Postgraduate students are eligible to apply to complete their Graduate Diploma in Education (or equivalent) to be eligible for teacher registration https://www.qut.edu.au/study/fees-and-scholarships/scholarships/pearl-duncan-teaching-scholarship
SEF Undergraduate Indigenous Scholarship (Commencing Undergraduate)	QUT	2	Approx. \$20,000 (depending on fees)	2	Full tuition fees for first year plus \$500 stipend in Semester 1 of the first year.

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Description
Science and Engineering Faculty Indigenous Student Continuing Studies Scholarship	QUT	4	\$3,000 × 4= \$12,000	4	Open to Undergraduate Indigenous students who are struggling financially.
School of Psychology and Counselling Bursaries for Undergraduate Indigenous Students	Supported financially by the School of Psychology and Counselling	3	\$5,000	3	Three scholarships were awarded to be paid \$1,000 for each semester of enrolment. One student graduated in July so only received the first instalment.
STEM Bridging courses Fee waivers	QUT	5-7	\$7,500	0	Fee waiver to enable prospective SEF Indigenous students identified during the CASP process to complete STEM bridging courses.
STEM.I.AM Scholarship	State Government	1	\$9,000 \$1,000 book vouchers	1	A scholarship for future Aboriginal and Torres Strait Islander undergraduate students studying at Science and Engineering Faculty.
Wilson Security Indigenous Tertiary Scholarship	Private	1	\$2,000	1	One scholarship offered to an Aboriginal and/or Torres Strait Islander student enrolled a full-time or part-time undergraduate degree at QUT.
WSP Sustainability Internship	Private	1		0	The internship program offers a summer placement within WSP's Sustainability Team based in Brisbane, commencing on the 19 th November 2018 through to the 22 nd February 2019. This will exclude two weeks over the summer holiday period from the 22 nd December 2018 to 7 th January 2019.
Zonta Club of Brisbane Breakfast QUT Prize	Private	1	\$1,000	1	Awarded to a current Aboriginal and/or Torres Strait Islander student who has completed their first year of study in the Bachelor of Justice with a GPA of at least 4.0 and is engaged in the Aboriginal and Torres Strait Islander community.

^[ix] This figures in this column should be the sum of the relevant row.

^[x] Record the value of all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships). The recording of offers recognises provider efforts to support regional and remote students but also that universities cannot control whether students choose to accept offers of assistance.

^[xi] This data confirms the provider's compliance with Section 21(3) of the Guidelines.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation

Queensland University of Technology

The following tables have a dual purpose of itemising actual income and expenditure associated with the **ISSP in 2018** as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL
			(\$)
ISSP Grant 2018	3,479,008		3,479,008
Rollover of funds from previous year (repayment not invoiced in 2018)*	245,785		245,785
Email approval date:/..../2017			-
Interest earned/ royalties		3,907	3,907
Sale of assets	3,753		3,753
Other funding		1,674,919	1,674,919
A. Total Income 2018	3,728,546	1,678,826	5,407,372

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL
			(\$)
Salaries	1,975,761	1,103,976	3,079,737
Administration			-
Travel – domestic	24,855	131,911	156,766
Travel – international		80,859	80,859
ISSP Asset purchases			-
Conference fees and related costs	1,336		1,336
Advertising, Marketing & Promotional	82,849	28,438	111,287
Bank Charges, Insurances & Taxes	6,041	5,761	11,802
Depreciation	9,816	1,213	11,029
General Consumables	34,038	(14,900)	19,138
Hire of Facilities & services	26,704	14,133	40,837
Miscellaneous Expenditure	27,100	73,796	100,896
Non-Capitalised Equipment	50,849	19,882	70,731
Printing & Stationery	40,967	9,468	50,435
Repairs & Maintenance	3,909	9,502	13,411
Scholarships, Grants & Prizes	998,986	21,635	1,020,621
Telecommunications	4,010	18,336	22,346
Training Courses / Staff study	540	16,996	17,536
Rollover of funds for approved activity ^			
B. Total Expenditure 2018	3,287,761	1,521,006	4,808,767
C. 2018 Unexpended funds PM&C agreed to rollover	195,000		
D. 2017 Unexpended Funds to be returned to PM&C	245,785		
E. TOTAL ISSP Funding use (B+C+D)	3,728,546		

Note: A-E must equal zero

^ Please provide a note on the progress of activity agreed under a roll over.

The approved carry forward funds of \$195k will be used to conduct a Review of Aboriginal and Torres Strait Islander student success factors. QUT is currently negotiating with the Nous Group in relation to undertaking the review. Outcomes from the review will be available before the end of 2019.

2017 unspent funds have been invoiced in 2019.

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

- If GST is not paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2018 as part of the Indigenous Student	\$	
2. If applicable, GST remitted or committed for payment to the Australian Taxation	\$	
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution
All Assets have been carried forward from prior ITAS funding		
Motor Vehicle 708TOK (27/2/14)	11,768.58	Nil
Motor Vehicle 709TOK (4/2/14)	11,768.58	Nil
MFD Fuji Xerox serial number 732750 (18/2/15)	1,203.54	Nil
MFD Fuji Xerox serial number 733230 (16/4/15)	1,772.80	Nil
MFD Fuji Xerox serial number 733669 (28/4/15)	1,692.80	Nil
Total	28,206.30	

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/	Disposals
		Sale Price	Average Age
MFD Fuji Xerox serial number 543968 (6/12/16)	5,362	3,753	18 months
Printer was surplus to needs after transfer of Caboolture campus and was repurposed within the university.			

5. Financial Acquittal supported and initialled by:

Carl Cartwright

(Print name of relevant officer)

Acting Vice-President (Resources) and Chief Financial Officer

(Print position title)

(Signature and date)



Date:

17/4/2019

Telephone contact: 3138 2431

Email: carl.cartwright@qut.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.