Transforming lives. Transforming cities.

A partnership proposal to deliver an *Education-Driven Revitalisation of Northern Tasmania*

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The *Education-Driven Economic Revitalisation of Northern Tasmania* project is a partnership initiative between the University of Tasmania, the Tasmanian State Government, TasTAFE, the City of Launceston Council, the Burnie City Council and the Cradle Coast Authority.

The *Education-Driven Economic Revitalisation of Northern Tasmania* project presents a transformative investment proposal which addresses critical economic and community challenges facing the North and North-West of the State. Fundamentally, this project will increase the number of Tasmanians in higher education (to approach national participation averages) through more attractive and accessible programs and campuses. Investment in the *Education-Driven Economic Revitalisation of Northern Tasmania* project recognises the importance of education, science, innovation and technology to the future prosperity and resilience of Australia’s regional economies. The project will act as an economic stimulus to northern Tasmanian cities that will, in turn, contribute a lasting boost in regional and statewide productivity.

Strong partnership at all levels of Government, with the community and with industry forms the foundation for the project’s success. On behalf of the project partners, the University of Tasmania presents the *Education-Driven Economic Revitalisation of Northern Tasmania* project to the Commonwealth Government seeking partnership and funding support to enable the realisation of this important economic revitalisation initiative.

This proposal follows a presentation to the Joint Commonwealth and Tasmanian Economic Council in August 2015.

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The *Education-Driven Economic Revitalisation of Northern Tasmania* project will expand and extend the University of Tasmania’s reach in the North and North-West of Tasmania and position these regions to realise economic change through education.

Connecting the community, city and the University

Innovation hubs, linked to industry
A 21st Century curriculum and learning environment  World-class research
1. Proposal summary

The Education-Driven Economic Revitalisation of Northern Tasmania project (the project) is an ambitious, transformative and once in a generation investment opportunity to achieve enduring renewal of North and North-West Tasmania.

The University of Tasmania (the University), in partnership with the Tasmanian State Government, TasTAFE, the City of Launceston Council, Burnie City Council and the Cradle Coast Authority (the partners), seeks Commonwealth Government support to address fundamental economic and demographic challenges facing Tasmania. The Education-Driven Economic Revitalisation of Northern Tasmania project will increase higher education participation and attainment, and enable the University to deliver world-class, accessible, affordable and regionally relevant higher education to Tasmania and to the North and North-West in particular.

In comparison with other States, up to 35,000 Tasmanians do not participate in higher education. Education attainment levels are lowest in the North and North-West of Tasmania and this long-term deficit in higher learning has direct implications for poor economic performance. Unaddressed, 50 percent of Tasmanians residing in the State’s North and North-West have poor medium-to-long-term economic and social prospects.

The Education-Driven Economic Revitalisation of Northern Tasmania project will enable growth of the University’s education infrastructure and offering to facilitate higher levels of education participation and attainment, and enable the University to deliver world-class, accessible, affordable and regionally relevant higher education to Tasmania and to the North and North-West in particular.

In 2015, the University of Tasmania has a quota of 1,683 EFTSL degree Commonwealth-supported designated undergraduate places. When fully established, the Education-Driven Economic Revitalisation of Northern Tasmania project will significantly exceed this number, enabling an identified 8,000 additional Tasmanian students (approximately 3,100 EFTSL) to attend University through an Associate Degree. The University seeks the consideration and support of the Government to lift this restriction on designated undergraduate degree places to enable the University of Tasmania to fully deliver this program to the community.

To deliver these critically needed Associate Degree programs, the University proposes to fundamentally restructure its operating model and to create a new university system with two institutions under one governance framework: one focused on teaching excellence and employment outcomes; and one focused on world class research-led teaching and innovation-led economic opportunities. Students will graduate with an Associate Degree in the name of the University of Tasmania. Based on the United States experience it is likely that over 40 percent of these students will go on to complete their full Bachelors degree.

To grow student numbers, the Education-Driven Economic Revitalisation of Northern Tasmania project proposes to relocate, redevelop and expand the University of Tasmania’s main North and North-West campus infrastructure and activities with modern, fit-for-purpose facilities in accessible, central city sites at Inveresk (Launceston) and West Park (Burnie). Much of the University’s North and North-West campus infrastructure is insufficient for current and future needs. In Newnham (Launceston), the University’s campus is ageing, designed in a different era and rapidly becoming unfit for a modern university. In Burnie, the Mooreville Road campus is limited in capacity. Critically, both of these campuses, in suburban locations, are out of sight and poorly integrated with the community.

New, modern, world-class teaching and research facilities will deliver: a flagship teaching and academic buildings; creation of the Launceston-based Institute for Applied Science and Design, supporting the future of science and research in the North; innovation centre spaces; and a strong focus on student experience to attract Tasmanian, interstate and international students.

The project will support stronger integration between the University and TasTAFE across a broad range of disciplines. In so doing, the effects of the Education-Driven Revitalisation of Northern Tasmania project will pervade across all levels of higher education in Tasmania.
Increased higher education participation and development and consolidation of university infrastructure in the Launceston and Burnie CBDs, will provide immediate, long-term and intergenerational economic and social benefits for these regions of Tasmania. This investment will support industry and employment growth and will set in place lasting drivers to improve demographic outlook, grow productivity and revitalise Northern Tasmania.

Strong partnership at all levels of Government, with the community and with industry, is critical to the success of the project. Its importance to Tasmania is reflected by the commitment of the partners and their alignment around the issues of education and the impact this can have on regional economies.

The critical nature of the project to these regions has been demonstrated most sympathetically by the unanimous vote by City of Launceston Aldermen to support the proposal with land at Inveresk and Willis Street. In a similar vein, the consolidated stand of the Burnie City Council to allocate the West Park site as an education precinct, as the best use of this city-centre land, demonstrates the Council’s alignment with and support for access to higher education as a priority for its community and economy.

Total project costs are estimated at $300 million. The funding partners – the University, State Government, City of Launceston Council and Burnie City Council – will contribute $150 million (50 percent of the required funds). Commonwealth Government support is key to leveraging and realising the benefits of this partnership. This proposal seeks matching funding of $150 million from the Government to enable this transformation for Northern Tasmania.

Addressing the education deficit

The Education-Driven Economic Revitalisation of Northern Tasmania project addresses the education deficit in Northern Tasmania through three key deliverables:

1. A greater offering of relevant, industry-aligned courses - delivering a new program of Associate Degrees to align education provision with employment and further education pathways, community, industry and professional development priorities

2. A university structure to drive the delivery of Associate Degree courses

3. Financially sustainable and fit-for-purpose regional campuses - providing modern, purpose-built, world-class teaching and research facilities, in the Launceston and Burnie CBDs, in close proximity to existing new University infrastructure and accommodation facilities which are accessible, visible and integrated with the community and industry

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1 University of Tasmania analysis, based on Australian Bureau of Statistics Census Data 2011
2 Australian Bureau of Statistics Census Data 2011 Community Profiles
Key economic outputs*

Increased productivity, industry growth and jobs through education

- New full-time jobs comprising:
  - 265 new academic and supporting full-time jobs
  - 185 additional indirect jobs
  - 2,660 construction related jobs during construction phase

- Economic output:
  - $1.1bn
  - $1.1 billion economic output (direct and indirect) during the construction phase

- Annual economic impact:
  - $428m
  - An additional $428 million per annum generated in ongoing direct economic output

- Jobs:
  - 3,110 Jobs

- Students and staff:
  - 3,000 Students and staff in the heart of Burnie
  - 16,000 Students and staff in the heart of Launceston

- Additional wages:
  - $38m
  - Over $38 million in additional wages paid to university staff per annum

- Injecting new vibrancy into the Launceston and Burnie CBDs

- Boosting industry partnerships, research and development and innovation

- Attracting over 12,000 new students to higher education in North and North-West Tasmania, including:
  - 9,800 Tasmanian students
  - 500 interstate students
  - 1,700 international students

- Over $38 million in additional wages paid to university staff per annum

* Ten-year horizon
Based on ACIL Allen Consulting economic model

World-class teaching, research and learning spaces showcased and interfacing with the community

Education-Driven Revitalisation of Northern Tasmania
2. Partnership proposal

The Education-Driven Economic Revitalisation of Northern Tasmania project is a once-in-a-generation opportunity to enable enduring and fundamental renewal of the communities and economies of North and North-West Tasmania.

The Economic Driven Revitalisation of Northern Tasmania project is focused on driving increased higher education participation and attainment, underpinning growth and prosperity of North and North-West Tasmania. Successful implementation of the project will require significant infrastructure, staffing and transition investment, and its success will be dependent on commitment to combined partnership funding contributions.

**Total project costs are estimated to be $300 million.**

The University of Tasmania and project partners, seeks Commonwealth Government partnership support to deliver this project for North and North-West Tasmania.

**Deliverables**

This ambitious and transformative investment project will deliver fit-for-purpose University of Tasmania infrastructure in the heart of Burnie and Launceston. This will provide sustainable, world-class, modern teaching and research facilities that are accessible and visible to Tasmania's northern regional communities.

This infrastructure will support delivery of new, relevant, industry-aligned Associate Degree programs, along with professional development opportunities, and will be accessible and attractive to a greater cohort of potential students from the local community, interstate and overseas. With the latest equipment and technology, the campuses will link to existing degrees and research, as well as meet modern teaching and learning needs and support cutting-edge research, creativity and business incubation and the development of modern industries for the future Tasmanian economy.

The total partnership investment of $300 million into the Education-Driven Economic Revitalisation of Northern Tasmania project will deliver the following outcomes:

<table>
<thead>
<tr>
<th>Launceston</th>
<th>Burnie</th>
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</thead>
<tbody>
<tr>
<td>• Capacity to grow student participation by 10,000 students above existing student numbers</td>
<td>• The ability to teach 2,000 more students by degree and associate degree</td>
</tr>
<tr>
<td>• Investment in science through the development of the Launceston Institute for Applied Science and Design</td>
<td>• A modern, fit-for-purpose, accessible and visible teaching facilities at West Park with capacity to grow</td>
</tr>
<tr>
<td>• Fit-for-purpose university campus at Inveresk, providing modern, world-class teaching, learning and research facilities</td>
<td>• Technology enhanced learning environments</td>
</tr>
<tr>
<td>• Investment in Launceston infrastructure, including a footbridge connecting Inveresk and the Launceston CBD</td>
<td>• Investment in the future of the Tasmanian Institute of Agriculture (TIA)</td>
</tr>
<tr>
<td>• Investment in the future of the Australian Maritime College</td>
<td>• Entrepreneurship, start-ups and industry supply chain spin-offs supported through innovation centre/incubator space, aligned with the Collab lab incubator</td>
</tr>
<tr>
<td>• Technology enhanced learning environments able to attract over 2,000 international and interstate students</td>
<td>• Closer integration and collocation with TasTAFE supporting articulation and streamlined participation in higher education</td>
</tr>
<tr>
<td>• Securing the future of research activities of the University in Northern Tasmania</td>
<td>• Entrepreneurship, start-ups and industry supply chain spin-offs supported through innovation centre/incubator space, aligned with the Collab lab incubator</td>
</tr>
<tr>
<td>• Entrepreneurship, start-ups and industry supply chain spin-offs supported through innovation centre space, intended to complement the Macquarie House Entrepreneurship and Innovation Hub</td>
<td>• Closer integration and collocation with TasTAFE supporting articulation and streamlined participation in higher education</td>
</tr>
<tr>
<td>• Closer integration and collocation with TasTAFE supporting articulation and streamlined participation in higher education</td>
<td></td>
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**Total project costs: $260 million**

**Total project costs: $40 million**
**Project partners commitment to investment**

The interests of the University and the partners to support the *Education-Driven Economic Revitalisation of Northern Tasmania* project have never been more aligned around the potential for regional economies and communities to be rebuilt on the pillars of knowledge and learning.

The project partners are committed to an investment of $150 million into the project – 50 percent of the total project costs. The substantial commitment from the partners reflects the importance of this project to the State of Tasmania, the local communities and the University.

The project funding partnership is proposed as follows:

<table>
<thead>
<tr>
<th>Project funding partner</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The University of Tasmania</strong></td>
<td>• Significant capital commitment</td>
</tr>
<tr>
<td></td>
<td>• Fundamental restructure of the University's operating model to support full delivery of Associate Degree courses that are industry-driven and relevant to the skills needs of Northern Tasmania</td>
</tr>
<tr>
<td></td>
<td>• Reinvestment of any proceeds realised from the existing campuses by the University and provision of all relocation costs</td>
</tr>
<tr>
<td></td>
<td>• Management of complex campus construction</td>
</tr>
<tr>
<td><strong>Tasmanian Government</strong></td>
<td>• Major capital injection from the Northern Cities Initiative</td>
</tr>
<tr>
<td></td>
<td>• Commitment to work with City of Launceston to improve city infrastructure, including road, pedestrian and bike access, including new footbridge</td>
</tr>
<tr>
<td></td>
<td>• Creation of an Northern Incubator hub in Launceston City linked to the university project</td>
</tr>
<tr>
<td><strong>City of Launceston Council</strong></td>
<td>• Strategic land allocations</td>
</tr>
<tr>
<td></td>
<td>• Investment in associated public infrastructure, including bicycle and road infrastructure</td>
</tr>
<tr>
<td></td>
<td>• In kind support of Macquarie House to facilitate the creation of the Northern Incubator Hub</td>
</tr>
<tr>
<td><strong>Burnie City Council</strong></td>
<td>• Strategic land allocations</td>
</tr>
<tr>
<td></td>
<td>• Investment in associated public infrastructure</td>
</tr>
</tbody>
</table>

**Total partnership funding commitment** $150 million (50 percent of project costs)
Commonwealth Government partnership

Partnership funding
Commonwealth Government support is now the key to achieving this partnership. This proposal seeks $150 million contribution in Government funding to match and leverage $150 million contribution from the Partners to deliver the Education-Driven Economic Revitalisation of Northern Tasmania project and this transformation for North and North-West Tasmania.

Higher and Further Education Working Group
To support a streamlined higher and further education system in Tasmania, the University recommends that the Government establishes a ‘Higher and Further Education Working Group’ to advise Governments on higher and further education provision in Tasmania. Membership would be drawn from the Commonwealth and Tasmanian Governments, TastAFE, the University of Tasmania, private providers of training and the business community.

Supporting Associate Degree program delivery
When fully established, the new Associate Degree program will support an additional 8,000 new students in Tasmania studying relevant, industry-aligned courses. The majority of these students will be in the North and North-West of the State. To enable this level of delivery, the University seeks the consideration and support of the Government to increase the number of ‘designated undergraduate places’ that can be offered by the University to the community.

Return on investment
Delivering $428 million per year in economic benefits for regional Tasmania
In contrast with many other investments into this region over the past 25 years, investment in the Education-Driven Economic Revitalisation of Northern Tasmania project would generate enduring, productive and long-term structural impacts on the economy.

This investment would leverage the following critical outcomes for Northern Tasmania:

Outcomes

Construction phase
- 480 direct construction jobs
- 2,180 indirect construction jobs
- $1.1 billion economic output contribution (direct and indirect)

Ongoing annual contribution
- 265 additional academic and professional staff jobs created
- 185 indirect jobs created
- $428 million economic output contribution
- $30 million additional direct spend – interstate and international students
- 12,000 additional students, including: 2,000 interstate and international

Note: All jobs are Full-time Equivalent (FTE)

The outcomes of the Education-Driven Economic Revitalisation of Northern Tasmania project for the economies and communities of the North and North-West extend far beyond a 10-year horizon. This investment project will bring long-term change in a region characterised by intergenerational unemployment, poor productivity and low educational attainment.

Track record for delivery
The University has a proven track record for success in securing and delivering strong returns on competitive grant income into Tasmania where the University’s facilities, infrastructure, location and activities have supported competitive bids. This delivery has directly contributed to the growth of Tasmania’s key industries through innovation and development where the University’s facilities, infrastructure, location and activities support the submission of competitive bids.

Commonwealth funding has been critical to complement the University’s own contribution to a number of these major development projects. The University has a reputation for delivery of major projects on budget and within agreed timeframes, in many cases far exceeding the expected economic and productivity gains from the development.

Note: “Designated undergraduate places include places in associate degrees, advanced diplomas, diplomas and enabling courses, but not medical places.” Source: University of Tasmania CGS Funding Agreement 2014-2016.
Medical Science 1
$58 million
Faculty of Health Science and Menzies Institute for Medical Research, Hobart

Medical Science 2
$90 million
Faculty of Health Science and Menzies Institute for Medical Research, Hobart

Institute for Marine and Antarctic Studies
$45 million

Creative Industries and Performing Arts Precinct
$90 million
Due for completion 2019

Experimental Aquaculture Facility
$7.1 million
Institute for Marine and Antarctic Studies, Taroona campus

NRAS student residential apartments
$126 million
770 apartments, located at Inveresk, Newnham, West Park and Hobart
3. Context and critical challenges

3.1 The University – embedded within Tasmania’s regional cities, economies and communities

The University is the sole university for Tasmania and an integral part of the State’s economy and community. It is established by state legislation with a social mission, as well as a focus on research and teaching. The University is committed to providing access to a broad, tertiary education curriculum for the whole State, either physically through its campuses, in the regional cities of Hobart, Launceston and Burnie, or through on-line delivery.

The University is a significant economic and social institution in Tasmania\(^4\) and since its foundation 125 years ago, has had a profound impact on the State. The University is high-performing and ranked in the top two percent of universities worldwide\(^5\). The University is recognised at the leading edge of regional partnerships that deliver tertiary education opportunities and specialised research, and the University’s facilities are amongst the State’s most valuable economic infrastructure.

Through its research, teaching and employment, the University is one of Tasmania’s most significant contributors to the economy, teaching more than 30,000 students and directly and indirectly accounting for over 7,000 Full-Time Equivalent (FTE) jobs\(^6\).

The University currently contributes $1.7 billion economic output across all Tasmanian industries. In terms of value added, the University contributes around $930 million to the Tasmanian economy, including a GSP contribution of $211 million to the economy of Launceston and the North-East and $30 million to the West and North-West regions\(^7\).

In addition to the tangible economic returns, the University is a major partner with the communities of Tasmania more generally, through a broad range of arts, events, health and environmentally focused initiatives and partnerships.

3.2 Economic and demographic challenges

The Education-Driven Economic Revitalisation of Northern Tasmania project addresses significant economic and demographic challenges facing North and North-West Tasmania.

Tasmania’s population is regionally dispersed and the oldest and most rapidly ageing in Australia. State population growth is bordering on stagnant and the Australian Bureau of Statistics and Tasmanian State Government projections\(^8\) show that if current trends continue, Tasmania’s population will be in decline by 2050.

The population is significantly challenged by low levels of further education participation, and with this, severe economic challenges.

Tasmania underperforms in regards to higher education attainment levels, lagging behind other Australian states and comparable regions overseas. This has been contributed to by structural deficiencies in the State’s education system and cultural barriers to education attainment associated with a system where high school has traditionally ended at Year 10, with Years 11 and 12 taught through colleges located in major centres. As the following chart highlights, Tasmania has the country’s lowest proportion of higher education attainment (Bachelor Degree or higher), with just 14.2 percent of people having completed university compared with 19.9 percent in NSW and 20.8 percent in Victoria\(^9\). This level is critically low in the North-West, where only 8.4 percent of people have a higher education qualification.

Education and skills are critical to regional resilience. The intergenerational education deficit in Tasmania is stalling economic growth and placing existing industries at competitive risk.
The low level of educational attainment of Tasmanian workers has been described as the single most important contributor to Tasmania’s productivity ranking significantly below mainland levels\(^\text{10}\). These productivity challenges include\(^\text{11}\):

- Tasmania is almost 20 percent less productive than the national economy
- Productivity in most Tasmanian industries is 15.4 percent below the rest of Australia
- Tasmanians earn the lowest weekly full-time wages in the Country, taking home $175 less per week than the national average
- Youth unemployment of 16.0 percent is significantly higher than the national average of 12.9 percent\(^\text{12}\)
- Poor employment and education opportunities have been identified as key reasons for the departure to the mainland of young Tasmanians and the State’s lack of appeal to young migrants from Australia’s major cities.

Tasmania’s North and North-West regions reflect these challenges most acutely, both economically and socially and lifting productivity levels closer to the national average is critical to the future growth of the State’s economy.

### 3.3 The changing face of higher education and challenges for regional higher education in Tasmania

Following the Australian Government’s review of the demand driven system of higher education funding in March 2014 (the Kemp/Norton Review)\(^\text{13}\) and the recent prospect of further cuts in university funding\(^\text{14}\), the University undertook a series of studies to analyse the needs of the Tasmanian community, industry and students and of the ongoing viability and future of its North and North-West campuses.

A simple calculation reveals that the present education system (all levels) is not serving the needs of Tasmania and that up to 35,000 eligible Tasmanians are not going to university when they could\(^\text{15, 16}\). This comprises approximately 15,000 eligible young Tasmanians (under 24 years) who are missing out on higher education and an additional 20,000 mature-age Tasmanians (24 years and over) who would need to be studying in higher education to achieve national averages. The majority of these potential new students are located in the North and North-West of the State, where higher education attainment rates are the lowest.

Reference www.censusdata.abs.gov.au
The University’s anecdotal and targeted research findings during the past two years point to the conclusion that the University’s delivery model and infrastructure are no longer meeting the needs of these regional communities. Bachelor level courses are either unattractive or felt to be unattainable for a significant proportion of the population. Furthermore, the absolute cost to house a student away from home (circa $20,000 per year) is an immediate barrier for many families. There is a critical need for an educational ‘product’ that is relevant, accessible, affordable, leads to jobs and is achievable for First in Family attending university.

These findings are consistent with the Kemp/Norton Review which revealed a gap in Australian education and potentially 70,000 students nationwide not being trained at the Associate Degree level (AQF 6 level). This gap is particularly significant for Tasmania, where university, curriculum-based training is required by employers and students, but not necessarily to full degree level.

The University recognises that without significant and immediate change to its delivery offerings and operating model in the North and North-West, this will lead to ongoing low levels of higher education participation and an untenable future for these campuses and regions. Over and above the University’s current offerings, the Education-Driven Economic Revitalisation of Northern Tasmania project is about responding to workforce and industry needs, and to reaching those who may not have traditionally considered higher education.

The University has already developed, or is in the process of developing, a number of courses that would be most appropriately delivered at the Associate Degree level. Two fundamental conditions currently challenge the University’s ability to deliver an Associate Degree level program that meets the needs of students, industry and employers in Tasmania: inadequate infrastructure and the availability of designated undergraduate degree places to the University.

In 2015, the University has a quota of 1,683 EFTSL degree Commonwealth-supported designated undergraduate places. Currently 930 of these places are taken up by students and further take-up is projected to reach 1,100 by the end of the calendar year. When fully established, the Education-Driven Economic Revitalisation of Northern Tasmania project will significantly exceed this number, enabling an identified 8,000 additional Tasmanian students to attend university through an Associate Degree. The University seeks the consideration and support of the Government to lift this restriction on designated undergraduate degree places to enable the University to fully deliver this program to the community.

Over and above the University’s current offerings, the Education-Driven Economic Revitalisation of Northern Tasmania project is about responding to workforce and industry needs and to reaching those who may not have traditionally considered higher education.

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19 Representing approximately 3,100 EFTSL
20 Source: University of Tasmania Student Data
3.4 Limitations of the Newnham and Burnie (Cradle Coast) campuses

Fundamentally, the University has found that the current Launceston (Newnham) and Burnie (Cradle Coast) campuses and infrastructure are insufficient - out of sight, out of date and no longer fit-for-purpose to meet the region’s current and future needs. These poorly located and poorly provisioned campuses, together with current course offerings, are not attracting sufficient student numbers to maintain current operations and are unable to support full delivery of the planned new Associate Degree level program. Decline in student numbers and operating losses now characterise both campuses, with student load (EFTSL) having fallen by 14.5 percent at Newnham and 13 percent in Cradle Coast between 2010 and 2014.

The older outer-suburban Newnham campus in Launceston, (home to the original Tasmanian State Institute of Technology and Tasmanian College of Advanced Education), is poorly designed for contemporary learning, teaching and research, and under-utilised, with run down infrastructure and facilities. The majority of buildings were developed between 1968 and 1974 and predate the Information Technology era. While they have been upgraded over the past 40 plus years, they are expensive to operate, poor in energy efficiency and incompatible with modern teaching methods. The infrastructure has now largely reached the end of its useful life. Teaching is highly restricted in some areas due to lack of suitable laboratories, particularly restricting engineering and biology. While some buildings have been retrofitted with ICT, it is inadequate to fully support links to Hobart, Sydney and Burnie which are necessary for video teaching or flipped-classroom models.

The unattractive and difficult to access campus at Newnham has led to steadily falling enrolments and the inability of the University to offer a competitive student experience. Housing around 20 percent of the University’s student body, it is unsuitable as a modern university campus. Maintaining and building infrastructure for this existing campus is a loss-making endeavour, difficult to sustain in the face of declining public funding and in an increasingly competitive market. The University cross-subsidises the Newnham campus by $22 million annually, with back-log maintenance estimated at almost $70 million.

In the North-West, the University cross-subsidises the Burnie (Cradle Coast) campus by $6 million annually. Under the existing model, the ability of the campus to reduce this cross-subsidy is limited due to current student numbers and limited course offerings. Simply to increase numbers through the addition of Associate Degree courses is not a solution as the current campus footprint at Mooreville Road is at capacity on at least three days each week during semester due to the nature of the offerings in the region.

In both the North and North-West, the contemporary challenges with facilities is compounded by their suburban location, outside of the regional city CBD’s which are detrimental to maximising university accessibility, profile and attainment.

Investment is particularly critical at this time in STEM (Science, Engineering, Technology and Maths) infrastructure. The University now conducts the majority of research for Tasmanian industry. There is a demonstrable link between Tasmania’s research capacity and the creation of jobs and success of the economic sectors which have the potential to transform Tasmania’s economy, particularly in regional areas. The University must support a critical mass of high-performing STEM researchers, teachers and students for the benefit of Tasmania. In addition to the need for upgraded and improved teaching space, investment is needed urgently in teaching and research laboratories across the University’s faculties and institutes in the North and North-West. Without this investment, our strong national research position in many STEM areas, in particular physical sciences, is at risk due to ageing, bare infrastructure. Unaddressed, this presents a potential capability crisis in the next 5-10 years.
Summary of business case needs

- Increased higher education attainment is critical to the future economic and social wellbeing of Tasmania, particularly in the North and North-West of the State
- To attract more students into higher education in our regional cities, the University must adapt and provide high quality, relevant, affordable courses which are aligned with employment pathways in modern, fit-for-purpose teaching and research facilities
- Current University infrastructure and facilities in Newnham and Burnie are insufficient and poorly located by modern standards to meet current and future needs, to support growth in student numbers, new course offerings and to attract interstate and international students to Tasmania. These facilities must be fit-for-purpose, accessible, visible, encouraging current and future generations of students from all areas of the community
- New leading-edge laboratories and research facilities will attract new staff and research funding which in turn will improve student attraction and research outcomes
- Full delivery of the new Associate Degree program will require consideration and support of the Government to lift the current restriction on the number of designated undergraduate degree places that can be offered by the University
- The opportunity and timing now to catalyse economic and community prosperity in North and North-West Tasmania through relevant and accessible course offerings and revitalised university campus infrastructure, in a context of extreme need, is unprecedented
- Regional development will be assisted by an increase in relatively higher paying professional roles delivered by the project
4. A Solution for the North and North-West: The University of Tasmania’s future regional education provision

The *Education-Driven Economic Revitalisation of Northern Tasmania* project will expand and extend the University’s research in the North and North-West of Tasmania and position these regions to realise economic change through education. The project reflects over two years of research and modelling within the University into new course delivery to increase higher education participation. Supporting the new course delivery which will focus heavily on outreach programs linked with community and industry the project also involves major infrastructure development, building on the University’s long-term strategy for infrastructure and facility development in the Launceston and Burnie CBDs. Through new program delivery and fit-for-purpose infrastructure the project will achieve a critical mass of university teaching, research and learning excellence that is accessible to a wide cohort of the population.

A presentation to the Joint Commonwealth and Tasmanian Economic Council (JCTEC) in August 2015 set out the University’s proposal to establish a state-wide system to deliver new Associate Degree course offerings which are closely aligned with industry, community and state economic development priorities. This proposal also set out the University’s plan to deliver these new offerings by fundamentally restructuring its operating model, to establish a ‘University System’ to support the delivery of twin missions: boost tertiary participation and employment outcomes in regional cities; and support world-class research.

**Appendix 1** presents the University’s findings to date and proposed approach to the delivery of the new Associate Degree program and the new University System structure. These findings will directly inform the development and design of new fit-for-purpose, revitalised campus infrastructure in Launceston and Burnie.

Of particular importance, this new infrastructure will significantly strengthen the future of science, research and the STEM disciplines in Northern Tasmania through the development of the new Launceston Institute for Applied Science and Design building at Inveresk.

This Institute will coalesce the applied scientists from the schools and disciplines which are currently spread across the University’s Newnham and Inveresk sites. These include agriculture, biological and biomedical sciences, engineering, chemistry and technology.

Through our work to identify appropriate Associate Degrees, consultation with relevant industries including aquaculture and agriculture which are important to Northern Tasmania, has revealed a strong demand for applied research and opportunity to add value to build competitive advantage through research, teaching, collaboration and commercialisation. In new facilities and from this demand base, the University can work to expand its current research in Launceston, including anticipated growth in applied aquaculture, agriculture and pharmaceuticals.

With this expansion will come increased numbers of undergraduate, post graduate and PhD students and researchers. In turn, this expansion will also result in an associated growth in research grants that these researchers and facilities will attract and for which the University has been unable to compete in recent years.

### 4.1 Financially viable and fit-for purpose infrastructure

The consolidation of University campus infrastructure in Launceston and Burnie and the engagement of quality, teaching-intensive staff is a critical investment to fully enable the projected delivery and uptake of new Associate Degrees and to secure the future of these regional campuses.

The *Education-Driven Economic Revitalisation of Northern Tasmania* project proposes a $300 million, five-year partnership plan to relocate, consolidate and expand facilities in Launceston and Burnie from current suburban to city centre sites. The project will ensure that the University of Tasmania’s North and North-West campus infrastructure includes modern, world-class, fit-for-purpose teaching and research facilities, in close proximity to community, industry and other education infrastructure.

The *Education-Driven Economic Revitalisation of Northern Tasmania* project will establish higher education precincts in the Launceston and Burnie city centres, building critical mass with existing infrastructure and reinvigorating these cities. Each campus will reflect regional community and industry distinctiveness. Business, Design, Art, Science and Health, with opportunities for cross disciplinary experimentation and start-ups, will be features of the Northern (Inveresk) campus and focus areas are similarly being identified for the North-West, West Park campus.

With plans and partnerships well advanced, and key site acquisition negotiations largely complete, the University is confident that the major stages of these redevelopments can be delivered within three years of funding. The effects of vitality and growth that these projects will inject into the CBD’s of Launceston and Burnie will be immediate.
4.1.1 Launceston: Inveresk

In Launceston, the Education-Driven Economic Revitalisation of Northern Tasmania project proposes to consolidate and relocate all University teaching and research facilities and programs, with the exception of the Australian Maritime College, from the current suburban Newnham site to extend the University’s presence at Inveresk. By contrast to the Newnham site, the central city Inveresk site offers easy pedestrian, bike and public transport accessibility, high visibility and integration with community and industry.

New facilities at Inveresk will house 16,000 students, researchers and staff and will include student hubs, innovation centre space and cutting edge science and research teaching facilities. The Inveresk site will present a modern, world-class teaching, learning and research campus designed to attract and retain students and staff from throughout Tasmania, interstate and internationally. These new facilities and buildings will complement the existing University infrastructure and activities at Inveresk, including the University’s School of Architecture and Design, the Tasmanian College of the Arts (TCotA) and the new 120 bed student housing.

Recent architectural developments in Launceston and a number of CBD located developments in Hobart, the University has demonstrated its ability to attract world-leading talent with appropriate infrastructure.

The project will establish the University’s total footprint at Inveresk on an area of approximately 45,000sqm. Current space occupied at Newnham totals over 75,000sqm which is inefficiently planned and heavily underutilised. The proposed new fit-for-purpose campus at Inveresk is estimated to deliver an efficient, but comfortable 7.8 square metres per EFTSL.

The Inveresk project will be developed on two distinct sites: ‘Site D’, near the Aurora Stadium – Teaching and Academic site; and the Willis Street car park site on the south side of the North Esk River – Launceston Institute for Applied Science and Design site, to be linked to the main Inveresk site by a new pedestrian and cycle bridge.

Buildings at both sites will be developed with capacity to accommodate all functions and programs to be moved from Newnham, growth in current offerings and the new Associate Degree programs. The Inveresk sites will be developed around thematic precincts.

On Site D a flagship teaching and academic building will accommodate Arts, Business, Law, Education, University Administration, the main Library and student hubs. Activities at the site will link directly to the State Government’s plan to develop an incubator at Macquarie House in the Launceston CBD. The project will also provide local retail/commercial spaces along Invermay Road.

The Inveresk campus will prioritise the student experience, providing an attractive environment that supports social, learning, accommodation and cultural needs. Student hubs will be a key characteristic of both the Inveresk sites and available to all students, encouraging opportunities to mix across faculties.

The new Launceston Institute for Applied Science and Design building will be developed on the Willis Street site, accommodating specialist laboratories for teaching and research, including aquaculture, food and health research.

Through the Willis Street site and the footbridge between the two sites, the Inveresk development will be physically connected into the heart of Launceston CBD. Total development costs for Inveresk are estimated at $260 million, with completion proposed in 2019.

The Australian Maritime College (AMC) will remain and continue to develop at the existing Launceston Newnham site. The AMC currently employs 123 staff (FTE) and has 1668 students (996 EFTSL) of which 703 are international students. The AMC is an internationally recognised Institute with significant, unique, modern and fit-for-purpose assets on the site that allow it to stand alone in any location. The investment in AMC’s infrastructure by the University ensures the future viability of AMC at the Newnham site for many years to come. Particular immediate growth opportunities for AMC include: expansion of AMC’s VET program to meet industry needs in maritime logistics and training on the wharves; expansion of AMC’s world class autonomous underwater vehicle (ALV) research capability; building works soon to begin on a new $750,000 state of the art facility set to position AMC and Tasmania as a world leader in underwater robotic technologies; and research awards to AMC’s world-class $10 million Cavitation Research Laboratory, with expert researchers in the field of fluid mechanics and naval hydrodynamics.

The University has introduced a range of initiatives in recent years to reduce its carbon footprint and improve the environmental sustainability of its operations. The proposed move to Inveresk would reduce carbon emissions by a significant 895tCO2 per annum or 7.2 percent of the University’s overall annual emissions of 12,476tCO2 pa.

Infrastructure details for the Inveresk site are presented in Appendix 2.
University of Tasmania Launceston campus sites: Newnham and Burnie
University of Tasmania Launceston
Institute for Applied Science and Design,
Inveresk – Artist impression

University of Tasmania
Inveresk Teaching
and Academic Site
concept drawings:
Flagship Teaching and
Academic Building

Business
Arts
Education
Law
International student
preparation
General teaching space
Library/student hub
Administration
240 car spaces
Retail
Partnerships
TAFE
TIS
Medical Clinic
4.1.2 Burnie: West Park

The development of West Park, Burnie is focused primarily on integration with the City of Burnie. Unlike the Newnham site, this proposal does not have the challenge of old, low-quality buildings, as those at Mooreville Road are generally newer, built between 1995 and 2008.

West Park development will house the delivery of the new Associate Degree programs and the move of current teaching and learning programs, including support/ professional services from Mooreville Road. In total, the developments at West Park will house up to 3,000 students, researchers and staff.

The current Cradle Coast operations of the University focus on two separate sites - Mooreville Road and the Rural Clinical School at the North West Regional Hospital. There are no plans to relocate the Rural Clinical School’s research and teaching programs from their current site, however students in these programs will be able to access accommodation and other support services at the new West Park site.

The Tasmanian Institute of Agriculture (TIA), currently situated at the Mooreville Road campus, will relocate to West Park, to capitalise on the opportunity presented by the Associate Degree programs to extend into applied agriculture, embracing logistics, supply chain analysis and agribusiness.

The complete relocation of the University’s activities from Mooreville Road necessitates consideration of the future of this site. Whilst the University has developed this site over a period of 20 years, the land is owned by the Tasmanian Department of Education. The planning process for the North-West will include consideration of future uses of the Mooreville Road site and involve discussions with a range of stakeholders including the community, Tasmanian Government and the Burnie City Council.

The West Park development will provide flexible teaching spaces (adaptable to a range of programs, teaching methods, teaching at a distance and collaborative learning), library and University administration facilities. The student hub space (including support services, catering and social spaces), will be a key characteristic of the West Park site. This will be available to all students and will be designed to create an environment that attracts students to campus, builds student experience and encourages opportunities to mix across faculties.

Planning for West Park also includes potential for a collocated technology hub, scaling up the existing Collab Lab, and business/enterprise incubator. This facility would be available to both students and the broader community to enable community access and exposure to the University and opportunities to participate in higher education.

As the first stage of this development, work has been completed on 40 National Rental Affordability Scheme (NRAS) apartments and teaching facilities in the old Home Economics Building and the Makers’ Workshop.

Infrastructure details for West Park, Burnie are presented in Appendix 3.
4.1.3 Cities of learning – the importance of city centre location

Recognition of the importance of city centre location to the success of a modern, community-focused university campus, underpins the University’s long-term strategy of investment and relocation into the CBDs of Launceston, Burnie and Hobart.

Modern, accessible and purpose-designed campuses, located close to the city centres at the centre of transit networks, will place our activities within easy and visible reach of a wide socio-economic group and help attract potential students to these regional campuses, as well as high quality academics to teach them. CBD locations will increase profile, public interface and accessibility to our disciplines, particularly STEM (North), and provide a ‘one-stop shop’ for interaction between the University and local industry and the Tasmanian community. These sites will also support collocation with other education providers and community partners, such as TasTAFE, QVMAG and the Launceston General Hospital in the North, enabling the creation of stronger education precincts. At West Park, collocation with the Maker’s Workshop tourism facility, the Burnie Visitor Information Centre and Creative Paper means over 80,000 people visit the site each year. This has provided the opportunity to showcase the University’s activities to a far wider, and at times international, audience pass through the campus. The unique relationship which sees the University operate the facility under lease arrangement from the Burnie City Council, has strengthened interactions and connections between the University and the community through a closer and more obvious University presence on the site.

A significant university presence is also a fundamental component of a healthy, vibrant and growing regional city. New inner-city campus developments, open to the community, will bring life, energy and economic growth to Launceston and Burnie. It is estimated that the Education-Driven Economic Revitalisation of Northern Tasmania project will bring a total of 19,000 students, researchers and staff to these two city centres and that the additional tourism activity and student spend following the increased numbers of interstate and international students would generate over $65 million in economic output in these regional economies.

4.2 Strategic alignment

Working in consultation with the State Government, TasTAFE, the City of Launceston Council, Burnie City Council and the Cradle Coast Authority, all University of Tasmania plans in the region demonstrate commonality of purpose and strategy.

The University’s strategy of consolidation to CBD sites is strongly supported by the State Government as a stimulus for northern regional economies, with $60 million in the 2015/16 State Budget allocated to the Northern Cities Development Initiative, centred on the University projects at Inveresk and West Park, as well as the Living City Devonport Project.

In both Launceston and Burnie, the University of Tasmania’s development proposals under the Education-Driven Economic Revitalisation of Northern Tasmania project align closely with the Making Burnie 2030, Launceston City Heart and the Greater Launceston Plan, supporting demographic growth, vibrant and liveable cities, education attainment, jobs and industry growth.

A significant university presence is a fundamental component of a healthy, vibrant and growing regional city.
Supporting these long-term objectives, the University recently joined with the City of Launceston Council, TasTAFE and the Tasmanian Government to sign a Memorandum of Understanding to:

“...support a stronger higher education presence in Northern Tasmania. They also wish to see a rejuvenated and consolidated Northern campus which offers internationally competitive course content in surroundings which reflect a modern contemporary learning environment. The parties also wish to see a revitalisation of Launceston and the creation of a genuine regional University city by providing significantly increased economic activity stemming from a relocation of the University campus.”

Since the signing of the Memorandum of Understanding in May 2015 this strength of partnership commitment has recently been further evidenced by a unanimous vote by Launceston City Aldermen to support the proposal with land at Inveresk and Willis Street. In doing so, this diverse group of elected representatives united around the idea there could be no better use for these sites than for them to bring higher education literally into the heart of their community.

In Burnie, the development of the West Park site represents a return to its long-term use for education and the transfer of the land, governed by a Heads of Agreement (replaced by a Deed of Development) between the University and the Burnie City Council in 2013, represents the Burnie City Council’s in-kind contribution to the expansion of educational opportunities for the people of North-West Tasmania. The acquisition and transfer of the West Park site (excluding the Makers’ Workshop long-term lease) will be handed over in three land parcels over a ten year period, with the first parcel transferred to the University in June 2014. This agreement is now also underpinned by a partnership Memorandum of Understanding equivalent to the MOU signed for Launceston.

4.3 Strengthened integration with TasTAFE

The University and TasTAFE have a long history of sharing curriculum and facilities, particularly in the areas of performing arts, music, fine arts and design. From this solid base we intend expanding this shared relationship in many areas including science, health and sport science, each of which has both distinct VET qualifications, as well as pathways into further studies in the University. TasTAFE will have a clear presence across the thematic areas of the new University campuses and by strengthening this integrated relationship with TasTAFE, the Education-Driven Revitalisation of Northern Tasmania project will impact positively across the full spectrum of higher education in Tasmania.

4.4 Supporting a streamlined higher and further education system in Tasmania

The University’s presentation to the Joint Commonwealth and Tasmanian Economic Council in August 2015 highlighted the need for better integration and streamlining of delivery across the higher and further education sector in Tasmania. To support the long-term objectives of the Education-Driven Economic Revitalisation of Northern Tasmania project through a more streamlined sector, the University recommends the establishment by Government of a ‘Higher and Further Education Working Group’. This proposal incorporates the elements presented within the University’s paper to and discussion with members of the Joint Commonwealth and Tasmanian Economic Council in August 2015.

With membership drawn from the Commonwealth and Tasmanian Governments, TasTAFE, the University, private providers of training and the business community, the working group would support a cohesive approach to the following matters:

a) Demand for places and opportunities for articulation and integration between institutions

b) The location, current utilisation and the potential to gain better value from existing assets

c) The availability and provision of fit-for-purpose infrastructure for further and higher education and science and technology research

d) Enhanced linkages in education provision between TasTAFE and the University’s ‘two-tier’ system, and alignment with industry needs

e) Enhanced linkages between education provision, city regeneration and regional economic development in Tasmania
5. Returns from investment: economic and community revitalisation

“A thriving university sector is synonymous with a prosperous economy.”

5.1 Driving regional resilience and growth

Investment in the Education-Driven Economic Revitalisation of Northern Tasmania project will deliver major, sustained benefits for the Tasmanian economy. This project would increase both the capacity and attractiveness of studying key disciplines in the North and North-West and directly support regional economic resilience, sustainability, productivity and employment in a number of ways:

- Delivering Associate Degree courses which meet an identified gap in the higher education system, aligning more closely with student, industry and workforce needs and supporting a more skilled workforce in Northern Tasmania. In so doing, raising higher education participation and uptake in key disciplines such as Science, Technology, Engineering and Maths (STEM)
- Investing and redeveloping modern, fit-for-purpose facilities and buildings in city centre locations, supporting increased community accessibility and attracting students, teachers and researchers from Tasmania, interstate and internationally
- Revitalising the cities of Launceston and Burnie through city growth, increased student and staff numbers in the CBD, capital construction, and opportunities for private investment in accommodation, hospitality, retail and recreation
- Growing long-term employment across a broad spectrum of careers, including high value jobs to retain and attract high performing students and academics, directly addressing key demographic challenges
- Enabling world class industry research and innovation to support development of key industries and state economic competitiveness
- Directly contributing R&D to regional industries, building on the work of the University’s centres of excellence such as the Australian Maritime College and the Tasmanian Institute of Agriculture, where available land will enable potential expansion
- Positioning the University to more readily meet competitive funding criteria which the University has been unable to apply for in recent years in Northern Tasmania
- Creating commercial opportunities for local businesses to provide support services such as accommodation, retail, construction and recreation, while supporting industries such as tourism and the creative arts
- Creating strategic opportunities for the University to work closely with the Office of the Coordinator General and the Commonwealth Major Projects Agency for future economic development for Tasmania

The 12,000 new students the project would attract to Tasmania by 2025 would include an estimated 1,700 new international students living and studying in Launceston and Burnie, bringing multicultural diversity and significant economic returns to these regional communities. Engineering and Business have particularly high proportions of international students and by locating these activities in the CBD and also close to the new student accommodation, the campus at Inveresk will become an even more attractive option for international students. In the North-West, with the exception of the Rural Clinical School, the University has not been able to emphasise opportunities for international students due to inappropriate facilities and this limitation would be addressed under this plan.

The economic and community revitalisation that can be achieved through investment into education and innovation and the importance of universities to regional prosperity is well recognised. This revitalisation has been seen in places such as Geelong and Toowoomba where university investment has seen a repositioning of the local economies and revitalisation of the CBDs.

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21 The importance of universities to Australia’s prosperity. Universities Australia. October 2015 Deloitte Access Economics Pty Ltd
22 Ibid
In the case of Geelong, a similarly disadvantaged regional community, the revitalisation of the economy, through strategic investment in innovation and education, demonstrates the viability and benefits of what the University of Tasmania is seeking to achieve. In response to the loss of jobs resulting from the closure of major employers such as Ford and Alcoa, Geelong embarked on a deliberate strategy to attract research and education investment in order to reposition its economy from its traditional manufacturing base to a “Smart City”, based on higher education, advanced manufacturing and ICT. As a result, Geelong has experienced jobs growth and attracted major investments in carbon fibre, advanced manufacturing research and healthcare. Like Geelong, it is anticipated that through investment in industry aligned courses and a strengthened skills base, support for innovation and research and construction of better university infrastructure, the University of Tasmania would contribute to industrial transformation and economic growth of these regions.

5.2 Economic returns

A successful Education-Driven Economic Revitalisation of Northern Tasmania project will result in growth in real income for Tasmanians as a result of greater employment opportunities, higher rates of pay and increased spending in the State, with employment opportunities rapidly expanding as productivity drives job growth.

The University of Tasmania’s preliminary economic impact estimates have calculated economic returns from the project’s investment over a 10 year time horizon. However, it is well beyond this horizon that the impacts of this project will be most significant. It is the long-term, intergenerational impacts of this investment, as the effects of increased education attainment filter through communities and industry, which will fundamentally turn around the economies and communities of these regions.

The University’s preliminary economic impact estimates indicate that during the first ten years, the restructure and re-emphasis that the Education-Driven Economic Revitalisation of Northern Tasmania project will enable total economic returns in the North and North-West in the order of:

- 12,000 more students including:
  - 9,800 Tasmanian students
  - 500 new students to Tasmania from interstate
  - 1,700 new international students to Tasmania

- Over 3,110 new jobs for the region comprising:
  - 265 new, high return academic and supporting staff Full-time Equivalent jobs
  - 185 additional indirect jobs generated in the economy
  - 480 construction related jobs during construction phase
  - 2,180 indirect jobs in the economy during the construction phase

- Over $38 million in additional university wages per annum

- An additional $428 million per annum in total economic output of the regions

- $1.1 billion economic impact (direct and indirect) during the construction phase

- $30 million direct spend per annum by interstate and overseas students
Economic returns resulting from this project specific to Launceston and to Burnie are identified as follows:

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<tr>
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<th>Launceston</th>
<th>Burnie</th>
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<tr>
<td><strong>Construction stage</strong></td>
<td>• Immediate boost to employment of 430 construction related jobs</td>
<td>• Immediate boost to employment of 50 construction related jobs</td>
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<td></td>
<td>• Estimated economic impact (direct and indirect): $965 million</td>
<td>• Estimated economic impact (direct and indirect): $109 million</td>
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<td><strong>Economic impact</strong></td>
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<tr>
<td>Increased student numbers, with direct</td>
<td>10,000, including over 1,500 international students</td>
<td>2,000, including over 150 international students</td>
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<td>flow on effects into the local economy</td>
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<tr>
<td>New academic and supporting staff</td>
<td>225</td>
<td>40</td>
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<tr>
<td>Full-time Equivalent jobs</td>
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<tr>
<td>New university salaries</td>
<td>$32 million</td>
<td>$6 million</td>
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<tr>
<td>Additional economic output per annum</td>
<td>$362 million</td>
<td>$66 million</td>
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<td>(2015 dollars)</td>
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<tr>
<td>Additional indirect jobs generated</td>
<td>157</td>
<td>28</td>
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<td>in the economy</td>
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<tr>
<td>Direct spend per annum by interstate</td>
<td>$27 million</td>
<td>$3 million</td>
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<td>and overseas students</td>
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### 5.2.1 Increased returns from land repurposing and redevelopment

The University’s long-term strategy of consolidation and redevelopment close to the city centres in Launceston and Burnie will enable the divestment of significant areas of land at the Newnham and potentially Mooreville Road sites. This will contribute to further development opportunities, jobs and growth. In Launceston, the University is working in partnership with the City of Launceston Council and the Tasmanian State Government to identify potential future uses for the Newnham site which include mixed use development, utilising much of the existing infrastructure (for example gym, child care and accommodation). Through this partnership the University will be part of a joint working group to develop the Northern Suburbs Revitalisation Strategy under the Greater Launceston Plan.

⚠️ The timing of this project is critical, at an essential intervention point to address severe economic and demographic challenges for these communities, in terms of the University of Tasmania’s operational capability and current planning, and in terms of strategic infrastructure development.
6. Community engagement

The community is at the centre of the University’s planning and decision making as we refine our proposals, together with our key partners.

In Launceston, the University has undertaken a multi-dimensional broad community consultation and engagement program, phased in over the past 4 months including:

- **Phase One:** Direct conversations with immediately affected key stakeholders and influencers including City of Launceston, State and Commonwealth representatives;
- **Phase Two:** Detailed discussions with University staff and student representatives;
- **Phase Three:** Broad media programme, culminating in an open invitation community forum held on Thursday 1 October at Launceston’s Albert Hall;
- **Phase Four:** Public information displays, feedback points and website feedback options; and
- **Phase Five:** Ongoing commitment to community briefings, information updates and media activity.

Aggregated community feedback and regular project updates are presented on a well-publicised and freely available web based resource that can be referenced at www.utas.edu.au/northern-expansion

The unanimous vote by Launceston City Aldermen to support the proposal with valuable and strategically important land at Inveresk and Willis Street presents Launceston’s collective strength of support for the Education-Driven Economic Revitalisation of Northern Tasmania project. At an individual community member level, all feedback and questions received are reviewed independently and considered in project planning and communication. Issues raised in feedback to date include: infrastructure at Inveresk and Newnham; parking and traffic concerns; and questions – relating to the proposed new degrees and growth in student numbers, to the potential cost of the project and to the potential economic impact on the Launceston region.

In Burnie, extensive consultation was a key part of the University’s planning for the first stages of development on the West Park site, including the Makers’ Workshop and the NRAS apartments. This has provided a strong foundation for current early stage community consultation for the next stage of development.
# Appendices

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<td>Inveresk, Launceston – Infrastructure description</td>
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<td>Appendix 3</td>
<td>West Park, Burnie – Infrastructure description</td>
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<td><strong>University of Tasmania Video</strong></td>
<td><strong>Inveresk, Launceston</strong></td>
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*University of Tasmania Partnership Proposal to the Commonwealth Government | March 2016*
Associate Degrees for Tasmania

Through the Education-Driven Economic Revitalisation of Northern Tasmania project, the University aims to attract 12,000 new students into tertiary education in Northern (North and North-West) Tasmania over the next decade to help address the State’s educational under-attainment. The majority of these new students will be from Tasmania (9,800), in addition to new interstate (500) and international students (1,700). These new students are expected to fall largely into three groups:

- 4,000 Associate Degree students in the North
- 1,600 Associate Degree students in the North West
- 6,400 expected growth in undergraduate students

In addition to the potential demand for 5,600 new students at the Associate Degree level in the North and North-West, an additional 2,400 new Associate Degree level students are expected in the South.

The University is firmly committed to supporting both traditional university education and to addressing the State’s deficit in participation in higher education as it develops its approach to enable sustainable delivery of new course offerings at the Associate Degree level.

Evidence from the community college system in the United States points to the value of regionally relevant, lower cost courses at the Associate Degree level (AQF6), providing the right mix of vocational, technical and academic capabilities for progress to industry and higher skill jobs, as well as to further studies and offering the following benefits:

a) An educational product well-suited to student cohorts in Tasmania not previously engaged in further education, who need to bridge a critical “gap” in further education (between VET and the undergraduate degree)

b) Significantly reduced travel and relocation costs for students who would otherwise not consider further education due to lack of availability at local campuses

c) An affordable product for more Tasmanians, stimulating the catch-up learning essential to transform businesses and industry in transition in North and North-West Tasmania

d) A viable financial solution for regional campus delivery

e) Strong articulation potential for Tasmanian students, evidenced by experience through the Community College system in the United States, where approximately 50 percent of Associate Degree students continue on to an undergraduate degree program.

The University’s preliminary investigations highlight four main likely student cohorts for Associate Degrees in Tasmania:

- Students who are not yet prepared or ready for bachelor degree level study
- Students with extensive industry/professional experience worthy of credentialing
- Students seeking to ‘catch-up’ on formal learning/qualifications
- Students interested in learning about innovations and new jobs for the future (more closely aligning research with curriculum)

In consultation with industry, the University is currently refining the detail of its proposed Associate Degree program. The following broad discipline areas have been identified as likely early priority specialisations for course delivery within the Associate Degree program:

- Applied Science (Agriscience/Food, Food Technology, Aquaculture)
- Applied Business (Logistics, Tourism and Hospitality, Lean, AgriBusiness)
- Allied Health (Community/ Human Services, Case Worker, Aged Care)
- Design and Technology (Disruptive Technologies, Innovation, Design Thinking)

Appendix 1: Delivering the University of Tasmania Associate Degree program
Critical to the success of these programs will be their focus on:

- employment outcomes (Associate Degree award as an exit point to the workforce)
- industry engagement
- articulation into bachelor degrees at the University to ensure accessibility, cost effectiveness and a valuable award which incorporates industry and employer input and outcomes; a strong work experience/ work integrated learning focus
- distinction from but link to VET awards - aligning with and complementing the role and offerings of TassTAFE, as Tasmania’s largest public provider of vocational education and training in Tasmania

These programs will be characterised by an aggressive access agenda, a strong commitment to regional Tasmania, social inclusion (easy and flexible access) and delivering ‘work-ready graduates’. In addition to their strong link to industry, these programs will also link strongly with the University’s research activities. The programs will involve an expanded pool of teachers, students and schools outreach programs and will be delivered through shared facilities and services, further increasing their visibility and accessibility.

Complementing the University’s continued commitment to degree programs and research in the north and north-west campuses, and with statewide coverage, delivery of these Associate Degree programs will be headquartered in Launceston and concentrated in the North and North-West of Tasmania.

The Education-Driven Economic Revitalisation of Northern Tasmania project will enable the delivery of first release Associate Degree courses to start as early as 2017, and full early program delivery to commence in 2018.

Strong focus on industry partnerships and engagement

Working with industry and VET providers to create seamless pathways in response to industry needs and aligning the Associate Degree programs with Tasmanian jobs, the University will expand its reach into industry sectors which have not traditionally engaged with University-level education.

Evidence from previous pathway programs in the North and North-West showcases the potential of courses which integrate VET with Higher Education in a way which is achievable for working students; a pathway with several entry and exit points and a clear link to employment (or promotion) on completion. These previous programs highlight the opportunity for these courses to contribute directly to increased efficiency and innovation in businesses.

Experiences learned from the Graduate Certificate in Business at the Cradle Coast Campus have showcased how university learning, delivered flexibly via intensive workshops, has assisted more than 350 managers gain valuable leadership and business skills whilst gaining a formal university qualification. Similarly, the experience of applied business courses in Lean Systems (Continuous Improvement), first offered in 2014, has seen more than 300 people, many from more ‘traditional’ industries including manufacturing, fabrication and food processing, achieve VET level qualifications who are now enrolling in Higher Education programs.

Testament to the success of these courses is the request by JCTEC business members for the programs to continue. From this platform, the University is now conducting its second round of consultations with industry in the detailed development of the Associate Degree program.

Engagement with industry will also be particularly important in the teaching of the Associate Degree programs and the University proposes extending the teaching cohort for these courses to include industry practitioners, bringing current commercial and practical experience into the classroom and strengthening the industry relevance of the teaching.
A University structure to support provision of Associate Degrees

The University proposes restructuring of its operating model to support delivery of Associate Degrees through a discreet entity within the University’s management framework. This proposed model reflects analysis of the successful University College model in the United States. It will ensure distinctiveness, flexibility of course management, and appropriate governance to support different workforce requirements, while also ensuring articulation and integration with University degree and research programs.

The vision is to create a university system with two institutions under one governance and services structure:

a) one focused on teaching excellence and employment outcomes for the many who have not considered post secondary education as a proposition

b) one focused on world class, research-led teaching and innovation-led economic opportunities

A ‘University System’ would support the delivery of twin missions: boost tertiary participation and employment outcomes in regional cities and support world-class research. Figure 1 outlines the purpose of each tier and how the two tiers would interact and complement each other.

Market attraction strategies

The University will employ a range of targeted market attraction strategies and innovative business solution models to ensure the growth targets are met. Under these strategies, the University’s current student recruitment activity, focused on engaging prospective students in Years 11 and 12 and post-school leavers, will continue and be enhanced with a growing high achiever / scholarship attraction strategy. A new Parent/ First in Family marketing and communication program will be developed to grow the University’s market penetration into the existing Tasmanian school market. This will support growth in both the Undergraduate Degree and Associate Degree markets.

The introduction of a dedicated year 9/10 recruitment strategy, will continue the University’s work in aspiration building and pathway articulation but also focus heavily on identifying and addressing barriers for these students in considering higher education. This will align closely with the work of the Peter Underwood Centre and will work closely not only with the students, but with parents and teachers. In supporting the Parent/ First in Family strategy, this nuanced strategy will assist in growing the current available year 12 market. In conjunction with this approach, through the development of pathway extension offers and a revitalised high achievers program, these students will be supported into a higher education (Associate Degree or undergraduate) pathway.

<table>
<thead>
<tr>
<th>University of Tasmania</th>
<th>University Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extension and Teaching Program</strong></td>
<td><strong>University Program</strong></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>• Spearheading research-led innovation and economic renewal in Tasmania</td>
</tr>
<tr>
<td>• Aggressive access agenda</td>
<td>• Improving rankings, driving brand awareness and improving staff and student recruitment</td>
</tr>
<tr>
<td>• Strong commitment to regional Tasmania</td>
<td>• High achieving, university-ready students</td>
</tr>
<tr>
<td>• Prepare work-ready graduates through strong industry links</td>
<td>• International and interstate students</td>
</tr>
<tr>
<td><strong>Offer</strong></td>
<td>• Undergraduate, postgraduate and Higher Degrees</td>
</tr>
<tr>
<td>• Associate degrees and pathways to UTAS</td>
<td>• High quality international research</td>
</tr>
<tr>
<td>• Employment and Industry-focussed teaching</td>
<td>• Research-focused teaching</td>
</tr>
<tr>
<td>• Undergraduate fundamentals</td>
<td></td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>• Major cities focus, with regional presence</td>
</tr>
<tr>
<td>• Regionally focussed, with major cities presence</td>
<td>• Augmented existing undergraduate, post graduate and research offerings across the State</td>
</tr>
<tr>
<td>• Pathways to further education</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1: Proposed two-entity operating model
Localised student recruitment teams across the State will be bolstered, together with the introduction of new, online tools to support the prospective student decision-making process.

Industry will be an important part of the marketing program, linking industry engagement in education to improved productivity and alignment. A business development model will be developed to promote the growth of these distinctive, regionally and industry aligned products with placement arrangements, as well as workforce development opportunities.

The University is also committed to the development of a long-term pathway model, based on workforce development solutions, to support ongoing industry engagement and load growth.

These market attraction strategies are summarised in the Figure 2 below.
Appendix 2: Inveresk, Launceston – Infrastructure description

Key infrastructure components

- Consolidation of all current facilities and programs from Newnham to Inveresk, with the exception of the Australian Maritime College
- Retention of current university facilities and functions at Inveresk – Architecture and Design, TCotA
- Retention of community plaza and park-like setting and preservation of sight lines to key heritage buildings
- New buildings mirroring the industrial feel of the site
- Development of distinct, thematic precincts
- Development of flagship teaching and academic building, Inveresk
- Development of an Launceston Institute for Applied Science and Design building, Willis Street site, including exhibition spaces within the building
- Creation of student hub (support services, catering and social spaces)
- Establishment of a community hub, based around current central plaza
- Student accommodation precinct – NRAS apartments
- Development of Inveresk on two sites to accommodate moves:
  - Site D between Aurora Stadium and the Big Picture building – Teaching and Academic site
  - Willis Street car park site, across the North Esk River – Launceston Institute for Applied Science and Design site
- Establishment of innovation/incubator centre space, aligned with the State Government Macquarie House TasCatayst project.
- Retention of community uses of Inveresk – Aurora Stadium, QVMAG, Don Railway, Tram Shed etc
- Retention of student accommodation at Newnham including the NRAS accommodation (180 beds) and Investigator Hall (250 beds)
- Improved transport linkages between the Inveresk and Newnham sites and from the sites by pedestrian/ bicycle links into the CBD, including a pedestrian and bike bridge

- Additional car parking on both Inveresk sites will be made available to the community for weekends and non-peak times, supporting community events.
- Development of parts of Newnham allowing AMC to function as a separate campus
- Repurposing of remaining land at Newnham for various community uses and potentially mixed use housing, as part of the Northern Suburbs Revitalisation Strategy
- Provision of commercial/retail opportunities to further activate Invermay Road
- Distinct, thematic precincts:
  - Design, Art and ICT precinct: Includes enhancement of current facilities and incorporates the Australian Furnishing Research and Development Institute (AFRDI) moved from Newnham (Site D)
  - Science, Engineering and Technology and Health Precinct: SET, Health and Nursing, research and aquaculture (Willis Street Car Park site)

Estimated cost: $260 million
Estimated completion date: Semester 1, 2019

Completed Projects

Supporting the objectives of the Education-Driven Economic Revitalisation of Northern Tasmania project, the University is nearing completion of construction of 120 new student apartments at Inveresk, complementing a further 160 apartments recently developed next to AMC and revitalised student amenities at Newnham.
Site development summary

The University’s presence at Inveresk is designed to function as an integrated campus with complementary facilities and services being established in the proposed new buildings on the Inveresk site near Aurora Stadium and across the North Esk River on the Launceston Institute for Applied Science and Design site. A new pedestrian and bike bridge across the river will allow easy and safe access between the two sites.

Teaching and Academic Site

Facilities:
- Main library
- Teaching spaces
- University administration
- Student services
- Social spaces incl’ catering
- Retail (along Invermay Road)
- Parking
- Completion: Semester 1, 2018

Storeys: 5, including rooftop plant, on-ground, under-building parking

Completion: Semester 1, 2019

Launceston Institute for Applied Science and Design site (current Willis Street car park site)

The Willis Street site will house the new Launceston Institute for Applied Science and Design in a state-of-the-art, built for purpose research and teaching facility across the range of science and health disciplines currently taught at Newnham.

This flagship facility will provide the North with increased capacity to conduct and showcase research and teaching in: chemistry; nutrition; food processing; horticulture; aquaculture; agriculture; health and medical biosciences; and nursing.

Facilities:
- Laboratories
- Teaching spaces
- Staff offices and University administration
- Social spaces
- Parking
- Completion: Semester 1, 2018

Storeys: 5 including rooftop plant, on-ground, under-building parking

Completion: Semester 1, 2019

The close placement of facilities in the one building will facilitate cross-disciplinary research. The Institute’s position close to the city centre will also encourage the general community to access the facilities and the research being undertaken. It is planned that the building will contain exhibition space to allow the University to showcase current research and its impact and relevance to regional industry.

Incubator spaces will also be made available for joint venture and start-up businesses. Access to players in regional industry will assist in technology transfer from the University to its applications in industry support and job creation.

Breakdown of space allocation:

1. Office and simple teaching spaces – cellular and open plan offices, meeting rooms and classrooms and tutorial rooms – 24.1% of total space
2. Elaborate teaching and gathering spaces – TEAL labs (Technology Enhanced Active Learning), lecture theatres, formal meeting rooms, exhibition spaces – 9.4%
3. Laboratories – wet and dry teaching and research labs, sophisticated equipment rooms, aquariums, glasshouses etc – 27.8%
4. Library and learning space – the main library will be based on the Inveresk Campus – in the Institute space will be set aside for individual and collective learning spaces – 2.1%
5. Retail and food service – convenience items, small café – 1.3%
University of Tasmania Inveresk campus proposed thematic presence

- Next generation learning and research precinct (Arts, Business, Law, Education) – Flagship Teaching an Academic building
- Existing community and education precinct
- Accommodation precinct
- New pedestrian and cycle bridge
- Next generation research and learning precinct (Science, Technology, Health) – Launceston Institute for Applied Science and Design building
- Existing Design and Art precinct, expanding to include ICT
- Existing city cultural precinct
Appendix 3: West Park, Burnie – Infrastructure description

Key infrastructure components

- Integration with the City of Burnie and flow on participation and access
- The University has committed to develop a site master plan for the whole site by 31 May 2016 and a concept plans for the next stage of development and land transfer by 30 June 2016
- Provision of flexible teaching spaces adaptable to a range of programs, teaching methods, teaching at a distance and collaborative learning
- West Park to provide the site for delivery of new programs including Associate Degrees
- Creation of student hub (support services, catering and social spaces)
- Establishment of innovation/incubator centre space aligned with the collab lab incubator
- Commitment to the Tasmanian Institute of Agriculture (TIA) facilities in the North-West
- Continued collocation with the Makers’ Workshop and Burnie Visitor Information Centre ensuring access to a wide and times international audience

Development stage and considerations

- First stage development was completed in 2015, including 40 NRAS apartments and teaching facilities in a separate unused building (the School of Domestic Arts – the last remnant of the High School) and in the Makers’ Workshop
- The University has committed to consult with the community and develop concept plans for the site by 30 June 2016

Facilities:

- Library
- 140 learning seats
- Large auditorium lecture theatre (100)
- Collab lab incubator
- Makers Workshop
- Student social spaces (incl’ catering)
- Note - adequate parking on site
- 2 x 60 seat Harvard theatres
- 3 x 36 seat Technology Enabled Active Learning (TEAL) labs
- 4 x 30 seat classrooms
- Front of office student services
- Staff offices and meeting rooms

Construction complete: Semester 1 2018

Cost: $40 million

West Park site development summary

Completed Projects

In line with the objectives of the Education-Driven Economic Revitalisation of Northern Tasmania project the University has recently completed the development of 40 new student apartments and refurbishment of the Domestic Arts and Makers’ Workshop buildings at West Park, Burnie.