



OUR UNIVERSITIES
BACKING AUSTRALIA'S FUTURE



INSTITUTION ASSESSMENT FRAMEWORK PORTFOLIO

UNIVERSITY OF TASMANIA

2006

SUSTAINABILITY | QUALITY | EQUITY | DIVERSITY

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ORGANISATIONAL SUSTAINABILITY

UNIVERSITY OF TASMANIA
2006 INSTITUTION ASSESSMENT FRAMEWORK
ASSESSMENT OF STRATEGIC FOCUS – 2006 SUMMARY

Overall Assessment

The University of Tasmania is strongly committed to implementing its revised vision, goals and strategies across all university areas. All unit plans and developing policies are clearly linked to the University Plan and planning and review processes are well defined. The University is committed to its strong research base and quality performance in teaching and learning and establishing new funding sources. The University has a strong commitment to community engagement and is developing a Community Engagement Policy in 2006. A risk management plan is also being developed in 2006. UTas is currently developing more governance-themed policies. It has developed an Operational Policy Development and Review Manual which will apply to the development of all new University Operational Policies.

Planning Process

The University has a comprehensive planning process in place which is coordinated by the Planning and Resources Committee of Council. The Council receives a report on Performance against the Plan every year. The extent to which the University's goals are achieved is monitored through the longer-term headline performance indicators (HPI) included in the plan which is available on its website.

There are clear links between the University plan and the faculty and division planning documents. There is a template (which includes budgets), provided to ensure that plans are written in the University Plan context and format. The Committee reviews and revises annually the triennial Education Profile of the University. The staff profile targets and university enrolment plan ensure that resources are linked to plans. All plans are publicly available on its website.

The 2005 AUQA report highlighted the need to pay further attention to induction and training of tutors and sessional staff and the induction and orientation of academic and general staff.

Sustainability

The University supports innovation with evidence that it is encouraged and rewarded.

The University Council has oversight of budgets and develops an overall annual and rolling triennial budget, to give effect to the University's strategic and operational plans. The Council undertook a comprehensive review of longer-term strategic goals and adopted a fiscal planning framework which set financial planning parameters for the management of the University budget, including a Fiscal Forecast 2005 – 2010.

The 2005 AUQU report highlighted the need to have an active programme to increase the level of research commercialisation activity and industry linkage.

Institutional Risk Management

A Risk Management Policy was implemented in July 2005. Senior University Managers are responsible for identifying and reporting on risk within their area. UTas has appointed a Director of Risk Management & Audit Assurance (RMAA), developed a charter for the Office of RMAA, developed a risk management framework and commenced a University wide risk assessment.

Compliance with the policy is audited and reported to Council through the RMAA Committee. The Compliance Toolbox which advises on Business risk is not accessible to the public. Periodic independent review of risk management is commissioned by the RMAA and reported to Council.

Risk management, including management of financial risk, is covered in the Annual Report but is not mentioned in the Strategic Plan.

Community Engagement

After an independent review, in November 2005 UTas developed a Community Engagement Policy and will, in the next two years, select appropriate key performance indicators. The plan is available on the UTas website.

The 2005 AUQA report acknowledged the positive engagement with the Tasmanian community – including strong partnerships with the state government and the northwest region through the Cradle Coast Campus.

2006 INSTITUTION ASSESSMENT FRAMEWORK BRIEFING
FINANCIAL ANALYSIS FOR THE YEAR ENDED 31 DECEMBER 2005

INTRODUCTION

The 2005 financial statements are the first financial statements prepared under the Australian equivalents to International Financial Reporting Standards (AIFRS). The statements include recast 2004 financial data in the new format (as well as a reconciliation to the previous reporting format). For this reason, all analysis uses the 2004 and 2005 financial data from the 2005 financial statements (which were prepared in accordance with the new accounting standards) unless specifically stated otherwise.

OVERVIEW

- The University's financial position is good.
- Operating **surplus** of \$30.7 million in 2005.
- Net assets are \$384.4 million, and cash and investments are \$131.0 million.
- Borrowings are nil.
- One high risk identified.

GENERAL COMMENTS

Strengths

- The University has a good net asset base of \$384.4 million.
- Low ratio of employee expenditure to total expenses of 56.3% (sector average is 59.0%).
- Deferred maintenance levels are acceptable.

Issues

- High reliance on Australian Government funding of 70.2% (sector average is 56.1%).

Auditor General Comments

- The Auditor-General has given an **unqualified** opinion on the accounts.

High Risks Calculated (Parent Entity Only)

- The Department has calculated that there was one high risk present in 2005:
 - Proportion of total Australian Government funding is 70.2% (a percentage greater than 65.0% is considered a high risk).



Institution: University of Tasmania

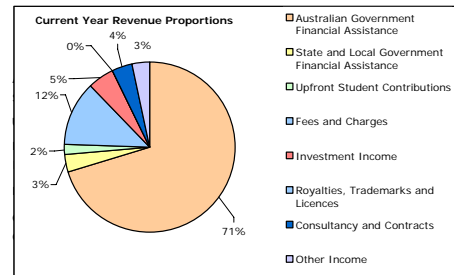
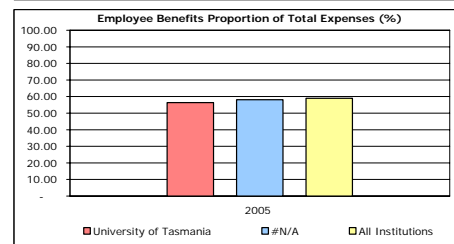
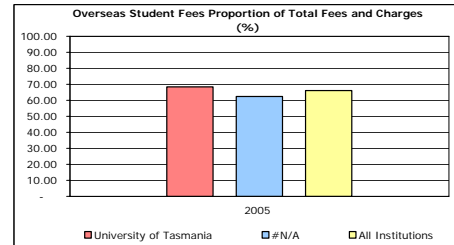
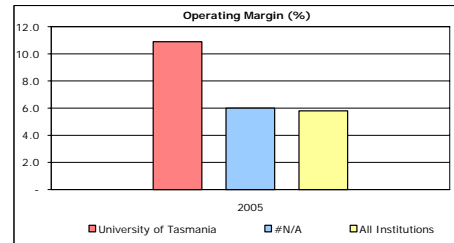
FINANCIAL PERFORMANCE					
	2005	2004*	Variance	% of Total	Sector Average %
Operating Surplus/(Deficit)	30,671	15,723	14,948		
Operating Margin	10.9	6.5	4.4		5.8
Revenue**	280,382	241,858	38,524		
Australian Government Financial Assistance	196,752	170,176	26,576	70.2	56.1
Fees and Charges - Total	34,293	32,989	1,304	12.2	24.8
Fees and Charges - Overseas Students	23,477	20,541	2,936	8.4	15.4
Investment Income	14,132	10,326	3,806	5.0	3.8
State and Local Government Financial Assistance	9,437	7,599	1,838	3.4	0.7
Expenditure**	249,711	226,135	23,576		
Employee Benefits and On-Costs	140,699	128,809	11,890	56.3	59.0
Depreciation and Amortisation	15,815	16,287	(472)	6.3	6.4
Repairs and Maintenance	12,685	8,485	4,200	5.1	3.2
Borrowing Costs	-	-	-	0.0	0.4
Bad and Doubtful Debts	14	409	(395)	0.0	0.2
Other Expenses	80,498	72,145	8,353	32.2	30.8
FINANCIAL POSITION					
	2005	2004*	Variance	% of Total	Sector Average %
Net Assets	384,371	353,678	30,693		
Current Ratio	4.9	4.7	0.2		1.5
Debt to Equity Ratio	0.2	0.2	-		0.3
Assets	452,267	411,394	40,873		
Property Plant and Equipment	286,347	284,655	1,692	63.3	66.1
Cash and Investments	131,005	109,331	21,674	29.0	20.2
Receivables	18,390	15,187	3,203	4.1	10.7
Other Assets	16,525	2,221	14,304	3.7	3.0
Liabilities	67,896	57,716	10,180		
Provisions	43,628	41,825	1,803	64.3	68.9
Borrowings	-	-	-	0.0	11.3
Other Liabilities	24,268	15,891	8,377	35.7	19.8
CASH FLOWS					
	2005	2004*	Variance		
Net Increase/(Decrease) in Cash Held	(355)	119	(474)		
Net Cash Inflow/(Outflow) for Capital Items	(15,195)	(12,305)	(2,890)		
CAPITAL ASSET MANAGEMENT PLAN					
	2005	2004	Variance		
Facilities Maintenance Backlog	2.10%	1.92%	0.18%		
Estimated Deferred Maintenance	12,680	11,425	1,255		
Capital Replacement Value	604,544	594,442	10,102		

* Amounts are recast 2004 data from the 2005 financial statements and have been restated to take account of the change in payment arrangements made by DEST reflected in the 2004 Financial Statement Guidelines.

** Excluding Deferred Employee Benefits for Superannuation.

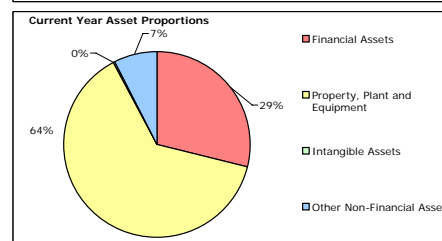
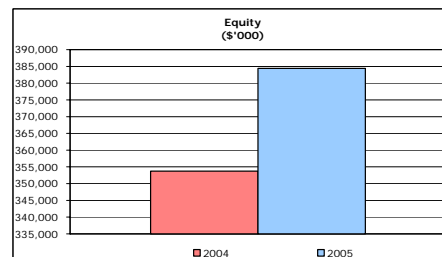
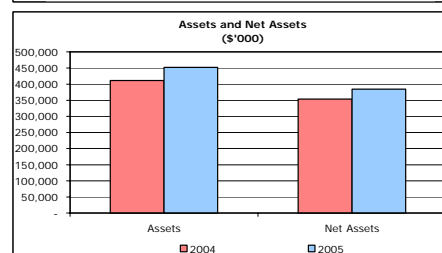
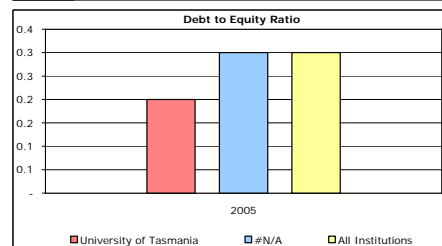
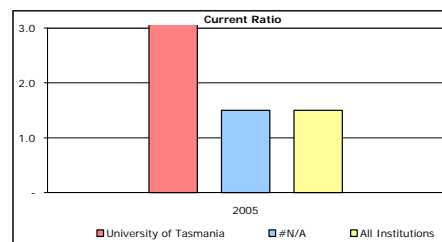
University of Tasmania (Total Institution)
Extracts from the Income Statement

	Current Year	Previous Year	Movement	
	2005 \$'000	2004 \$'000	\$'000	%
Revenue:				
Australian Government Financial Assistance	196,752	170,176	26,576	15.6
Australian Government Grants	159,301	132,790	26,511	20.0
HECS-HELP - Australian Government Payments	36,134	35,613	521	1.5
FEE-HELP - Australian Government Payments	1,317	1,773	(456)	(25.7)
State and Local Government Financial Assistance	9,437	7,599	1,838	24.2
Upfront Student Contributions	5,610	4,171	1,439	34.5
Fees and Charges	34,293	32,989	1,304	4.0
Continuing Education	-	-	-	-
Fee-Paying Overseas Students	23,477	20,541	2,936	14.3
Fee-Paying Domestic Postgraduate Students	974	919	55	6.0
Fee-Paying Domestic Undergraduate Students	-	1,237	(1,237)	(100.0)
Fee-Paying Domestic Non-Award Students	-	27	(27)	(100.0)
Other Domestic Course Fees and Charges	-	-	-	-
Other Fees and Charges	9,842	10,265	(423)	(4.1)
Investment Income	14,132	10,326	3,806	36.9
Royalties, Trademarks and Licences	-	-	-	-
Consultancy and Contracts	10,811	7,169	3,642	50.8
Other Income	9,347	9,428	(81)	(0.9)
Total Revenues from Continuing Operations (excluding Deferred Superannuation)	280,382	241,858	38,524	15.9
Expenditure:				
Employee Benefits and On-Costs	140,699	128,809	11,890	9.2
Academic Employee Benefits	76,997	70,037	6,960	9.9
Non-Academic Employee Benefits	63,702	58,772	4,930	8.4
Depreciation and Amortisation	15,815	16,287	(472)	(2.9)
Repairs and Maintenance	12,685	8,485	4,200	49.5
Borrowing Costs	-	-	-	-
Bad and Doubtful Debts	14	409	(395)	(96.6)
Other Expenses	80,498	72,145	8,353	11.6
Total Expenses from Continuing Operations (excluding Deferred Superannuation)	249,711	226,135	23,576	10.4
Correction of Fundamental Error	-	-	-	-
Operating Result Before Income Tax (excluding Deferred Superannuation)	30,671	15,723	14,948	95.1
Income Tax Expense	-	-	-	-
Operating Result from Continuing Operations (excluding Deferred Superannuation)	30,671	15,723	14,948	95.1
Operating Result from Discontinued Operations	-	-	-	-
Net Operating Result for the Year (excluding Deferred Superannuation)	30,671	15,723	14,948	95.1
Current Year Financial Indicators:				
		Operating Margin		
University of Tasmania	#N/A	10.9		
All Institutions		6.0		
		5.8		



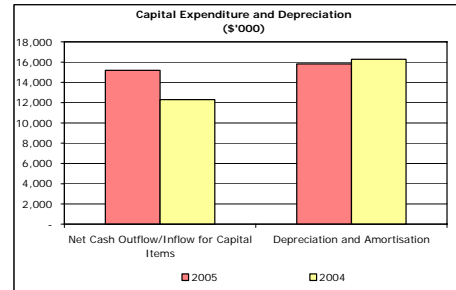
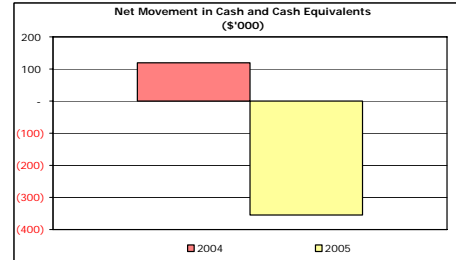
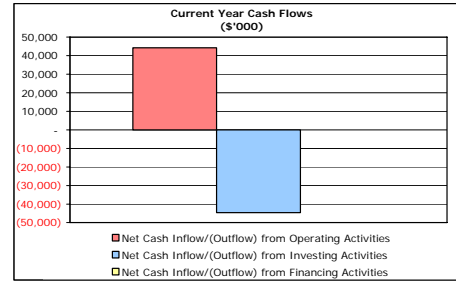
University of Tasmania (Total Institution)
Extracts from the Balance Sheet

	Current Year	Previous Year	Movement	
	2005 \$'000	2004 \$'000	\$'000	%
Assets:				
Current Assets	154,552	111,904	42,648	38.1
Cash and Cash Equivalents	8,083	8,438	(355)	(4.2)
Current Receivables	9,417	7,175	2,242	31.2
Current Inventories	148	109	39	35.8
Other Current Financial Assets	121,527	94,070	27,457	29.2
Other Current Non-Financial Assets	4,112	2,112	2,000	94.7
Non-Current Assets Classified as Held for Sale	11,265	-	11,265	-
Non-Current Assets	297,715	299,490	(1,775)	(0.6)
Non-Current Receivables	8,973	8,012	961	12.0
Non-Current Inventories	-	-	-	-
Investments using the Equity Method	-	-	-	-
Available-for-Sale Financial Assets	-	-	-	-
Held-to-Maturity Investments	-	-	-	-
Other Non-Current Financial Assets	1,395	6,823	(5,428)	(79.6)
Property, Plant and Equipment	286,347	284,655	1,692	0.6
Investment Property	-	-	-	-
Intangible Assets	1,000	-	1,000	-
Other Non-Current Non-Financial Assets	-	-	-	-
Assets	452,267	411,394	40,873	9.9
Liabilities:				
Current Liabilities	31,798	23,907	7,891	33.0
Current Payables	16,213	9,040	7,173	79.3
Current Interest Bearing Liabilities	-	-	-	-
Derivative Liabilities	-	-	-	-
Current Provisions	7,530	8,016	(486)	(6.1)
Other Current Liabilities	8,055	6,851	1,204	17.6
Non-Current Liabilities	36,098	33,809	2,289	6.8
Non-Current Payables	-	-	-	-
Non-Current Interest Bearing Liabilities	-	-	-	-
Non-Current Provisions	36,098	33,809	2,289	6.8
Other Non-Current Liabilities	-	-	-	-
Liabilities	67,896	57,716	10,180	17.6
Net Assets	384,371	353,678	30,693	8.7
Equity:				
Statutory Funds	26,458	20,745	5,713	27.5
Reserves	194,221	194,200	21	0.0
Retained Surplus	163,692	138,733	24,959	18.0
Equity	384,371	353,678	30,693	8.7
Current Year Financial Indicators:				
	Current Ratio	Debt to Equity		
University of Tasmania	4.9	0.2		
#N/A	1.5	0.3		
All Institutions	1.5	0.3		



University of Tasmania (Total Institution)
Extracts from the Cash Flow Statement

	Current Year	Previous Year	Movement	
	2005 \$'000	2004 \$'000	\$'000	%
Cash Flows from Operating Activities:				
Australian Government	199,807	161,665	38,142	23.6
State Government Grants	10,380	8,358	2,022	24.2
Local Government Grants	-	-	-	-
Upfront Student Contributions	5,610	4,171	1,439	34.5
OS-HELP (Net)	54	-	54	-
Receipts from Student Fees and other Customers	59,424	52,507	6,917	13.2
Dividends Received	-	-	-	-
Interest Received	8,264	2,137	6,127	286.7
Payments to Suppliers and Employees (GST Inclusive)	(239,318)	(213,584)	(25,734)	12.0
Interest Paid	-	-	-	-
Income Taxes Paid	-	-	-	-
Net Cash Inflow/(Outflow) from Operating Activities	44,221	15,254	28,967	189.9
Cash Flows from Investing Activities:				
Proceeds from Sale of Property, Plant and Equipment	923	3,696	(2,773)	(75.0)
Proceeds from Financial Assets	-	-	-	-
Proceeds from Related Party Loans	-	-	-	-
Proceeds from Other Investments	-	2,061	(2,061)	(100.0)
Payments for Property, Plant and Equipment	(16,118)	(16,001)	(117)	0.7
Payments for Financial Assets	(27,918)	(4,891)	(23,027)	470.8
Payments for Related Party Loans	-	-	-	-
Payments for Other Investments	(1,463)	-	(1,463)	-
Net Cash Inflow/(Outflow) from Investing Activities	(44,576)	(15,135)	(29,441)	194.5
Cash Flows from Financing Activities:				
Proceeds from Borrowings	-	-	-	-
Other Financing Inflows	-	-	-	-
Repayment of Borrowings	-	-	-	-
Other Financing Outflows	-	-	-	-
Net Cash Inflow/(Outflow) from Financing Activities	-	-	-	-
Net Increase/(Decrease) in Cash and Cash Equivalents	(355)	119	(474)	(398.3)
Cash and Cash Equivalents at Beginning of Year	8,438	8,319	119	1.4
Effects of Exchange Rate Changes on Cash and Cash Equiv	-	-	-	-
Cash and Cash Equivalents at End of Year	8,083	8,438	(355)	(4.2)



**University of Tasmania (Total Institution)
Capital Asset Management Plan**

	Actual		Projected		
	2004 \$'000	2005 \$'000	2006 \$'000	2007 \$'000	2008 \$'000
Capital Expenditure Analysis:					
Capital Investment					
Land	-	2,995	2,500	-	-
Buildings	8,960	7,987	23,590	23,540	14,750
Leasehold Improvements	-	-	-	-	-
Other Property Plant and Equipment	8,534	14,702	16,204	16,542	15,383
Total Capital Investment	17,494	25,684	42,294	40,082	30,133
Capital Maintenance Expenditure					
Buildings	7,085	10,635	9,002	9,231	9,457
Leasehold Improvements	200	930	800	825	850
Other Property Plant and Equipment	1,200	1,120	1,150	1,170	1,200
Salary Costs	940	850	888	928	970
Total Capital Maintenance	9,425	13,535	11,840	12,154	12,477
Total Capital Expenditure	26,919	39,219	54,134	52,236	42,610
Capital Income Analysis:					
DEST Funding					
Operating Grant/CGS (Including Capital Roll-In)	21,796	28,755	28,041	30,781	31,802
Capital Development Pool	1,049	8,002	8,165	-	2,000
Other DEST Funding	-	4,888	887	900	950
Total Capital Funding from DEST	22,845	41,645	37,093	31,681	34,752
External Funding					
State Government Funding	-	-	3,000	3,000	3,000
Capital Sales	3,696	923	14,500	1,500	1,600
Loans and Advances	-	-	-	-	-
Other External Income	175	1,000	6,500	-	-
Total Capital Funding from External Sources	3,871	1,923	24,000	4,500	4,600
Allocations from Internal University Sources	1,633	-	6,000	2,500	2,500
Total Capital Income	28,349	43,568	67,093	38,681	41,852

	Previous Year Actual \$'000	Projection for 2005 \$'000	Current Year Actual \$'000	Variance (Projection to Actual) %	Comparison to Book Value \$'000	Benchmark %	2006 Projected \$'000
Capital Replacement Value	594,442	606,330	604,544	-0.29%	211.1%		628,834
Capital Replacement Value - Per Insurance cover	594,442	606,330	872,000	43.82%	304.5%		893,800
Estimated Deferred Maintenance	11,425	10,700	12,680	18.50%			11,680
Facilities Maintenance Backlog	1.9%	1.8%	2.1%	18.85%		<3%	1.9%

**University of Tasmania (Total Institution)
Risk Analysis**

	Current Year		Legend		
	Value	Risk Weight	Low Risk	Medium Risk	High Risk
Operating Performance:					
Revenue growth or decline during the period	15.93%	1	Green: X > 5.0%	Orange: 2.0% < X <= 5.0%	Red: X <= 2.0%
Proportion of total Australian Government funding	70.17%	10	Green: X <= 55.0%	Orange: 55.0% < X <= 65.0%	Red: X > 65.0%
Variance in total Australian Government funding from previous period	(0.19)%	1	Green: X <= 0.0%	Orange: 0.0% < X <= 3.0%	Red: X > 3.0%
Proportion of overseas student fees	8.37%	1	Green: X <= 15.0%	Orange: 15.0% < X <= 25.0%	Red: X > 25.0%
Growth in revenue from overseas student fees	14.29%	1	Green: 0.0% < X, X <= 15.0%	Orange: 15.0% < X, X <= 25.0%	Red: X > 25.0% , X <= 0.0%
Operating result - current year figure*	\$30,671	1	Green: X <= 1	Orange: 1 < X <= 2	Red: X > 2
Operating result - previous years figure*	\$15,723	1	Green: X <= 1	Orange: 1 < X <= 2	Red: X > 2
Deficit analysis (size)	\$30,671	1	Green: X > -5,000	Orange: -10,000 < X <= -5,000	Red: X <= -10,000

Cashflow and Capital Management:

Cash flow adequacy***	15.77%	1	Green: X > 10.0%	Orange: 5.0% < X <= 10.0%	Red: X <= 5.0%
Capital management (capital expenditure/depreciation)	102.00%	5	Green: X > 1.4	Orange: 1.0 < X <= 1.4	Red: X <= 1.0
Capital management (capital expenditure/income)	5.75%	5	Green: X > 10.0%	Orange: 5.0% < X <= 10.0%	Red: X <= 5.0%

Financial Stability and Liquidity:

Liquidity (no. of weeks income cash and investments is equivalent to)	27.3	1	Green: X > 8.0	Orange: 4.0 < X <= 8.0	Red: X <= 4.0
Liquidity (current ratio)	4.9	1	Green: X > 1.00	Orange: 0.75 < X <= 1.00	Red: X <= 0.75
Borrowings to equity ratio	-	1	Green: X <= 7.0	Orange: 7.0 < X <= 10.0	Red: X > 10.0
Borrowings for capital expenditure	\$16,118	1	Green: X > 0.00	-**	Red: X <= 0.0
Debt service cover ratio	-	1	Green: X > 1.5	Orange: 1.1 < X <= 1.5	Red: X <= 1.1

* The risk indicators for these categories are based upon the number of consecutive deficits experienced by the University, including consideration of the current year.

** Not applicable for this indicator.

*** Net operating cash flows less loan repayments, divided by total revenue.

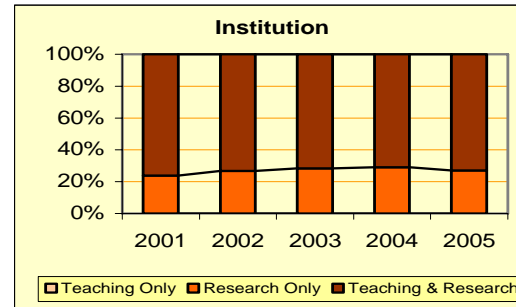
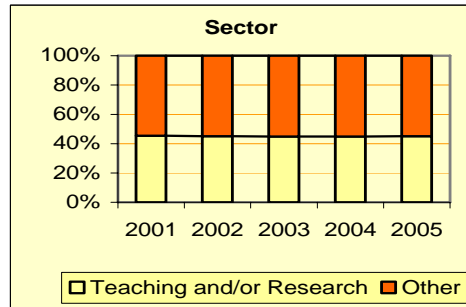
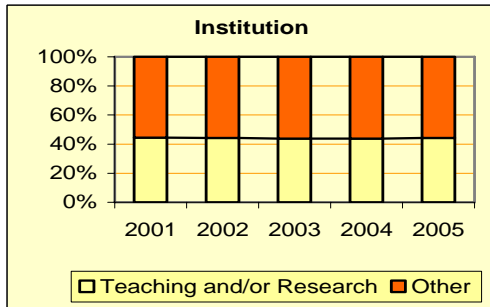
Risk Weightings (1=Low, 5=Medium, 10=High)



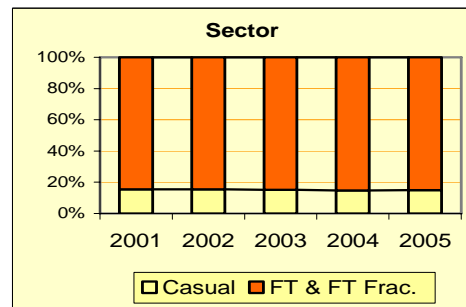
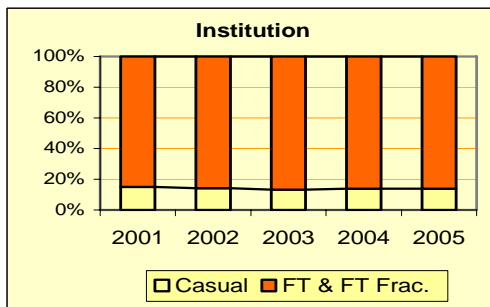
University of Tasmania

Total Staff by Function		Total Staff FTE					Full Time Equivalent & Fractional FT Equivalent only					Casual Only *				
Group	Function	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Institution	Teaching Only	63	73	64	62	n.a.	0	0	0	0	0	63	73	64	62	n.a.
	Research Only	183	207	223	233	n.a.	150	178	191	197	193	33	29	32	36	n.a.
	Teaching & Research	481	487	484	482	n.a.	481	487	484	482	521	0	0	0	0	n.a.
	Other*	941	986	1007	1024	n.a.	788	837	865	871	900	153	149	141	153	n.a.
	Total		1668	1753	1778	1801	1875	1419	1502	1540	1550	1614	249	251	237	251
Sector	Teaching Only	7518	7827	8026	8055	n.a.	773	803	826	807	685	6745	7024	7200	7248	n.a.
	Research Only	8884	9618	10276	10921	n.a.	7967	8620	9283	9847	10334	917	998	994	1074	n.a.
	Teaching & Research	23424	23507	23506	24180	n.a.	23178	23228	23492	24135	24957	246	279	14	45	n.a.
	Other	43070	44794	46437	47776	n.a.	38219	39755	41390	42696	43734	4851	5039	5042	5080	n.a.
	Total		82896	85746	88245	90932	93703	70137	72406	74991	77485	79710	12759	13340	13250	13447

Full Time & Fractional FT only Staff by Broad Function	Full Time Equivalent & Fractional FT Equivalent only Staff by Function (excluding "Other")**
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Staff Casualisation



* 2005 Casual data are based on estimates provided for total casual staff.

** "Other" includes both non-academic staff and academic staff not classified as teaching, research and teaching and research.

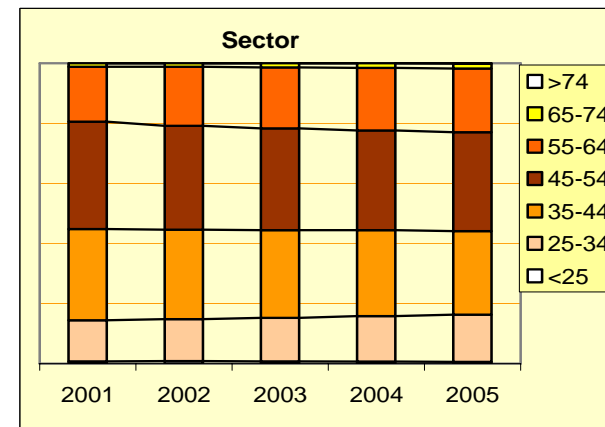
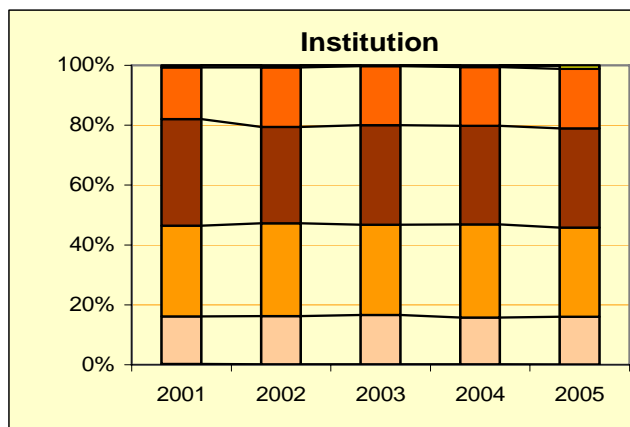
University of Tasmania

Academic Staff Profiles

Total Academic Staff FTE by Age Group (%)

Institution	2001	2002	2003	2004	2005
>74	0.00	0.00	0.00	0.00	0.00
65-74	0.67	0.64	0.31	0.61	1.15
55-64	17.33	19.94	19.72	19.54	19.88
45-54	35.50	32.22	33.23	32.98	33.14
35-44	30.33	30.94	30.12	31.15	29.83
25-34	15.83	16.11	16.46	15.57	15.85
<25	0.33	0.16	0.16	0.15	0.14
Total FTE	600	627	644	655	694
Sector	2001	2002	2003	2004	2005
>74	0.03	0.03	0.03	0.03	0.05
65-74	1.16	1.08	1.31	1.51	1.70
55-64	18.26	19.65	20.33	20.78	21.18
45-54	35.78	34.63	33.91	33.28	32.97
35-44	30.37	29.81	29.18	28.63	27.85
25-34	13.64	13.98	14.48	15.08	15.63
<25	0.77	0.82	0.75	0.70	0.62
Total FTE	29643	30271	31129	32321	33492

Academic Staff: Age Profile (FTE & FTE Frac.)(i)

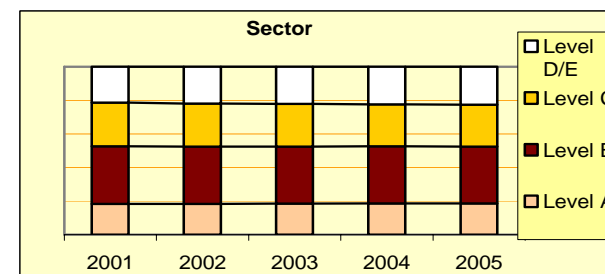
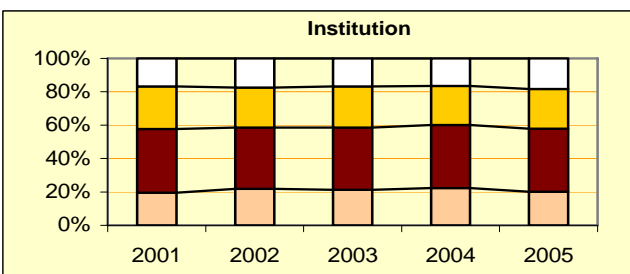


(i) Excludes academic staff in "other" function category.

Total Academic Staff FTE by Level (%)

Institution	2001	2002	2003	2004	2005
Level D/E	16.83	17.49	16.87	16.49	18.30
Level C	25.50	24.01	24.61	23.36	23.78
Level B	38.17	36.72	37.15	37.71	37.90
Level A	19.50	21.78	21.36	22.44	20.03
Total FTE	600	629	646	655	694
Sector	2001	2002	2003	2004	2005
Level D/E	21.32	21.88	22.05	22.33	22.61
Level C	26.15	25.74	25.60	25.15	24.99
Level B	34.21	34.10	33.85	33.84	33.73
Level A	18.33	18.28	18.50	18.69	18.68
Total FTE	29343	29980	30828	31993	33158

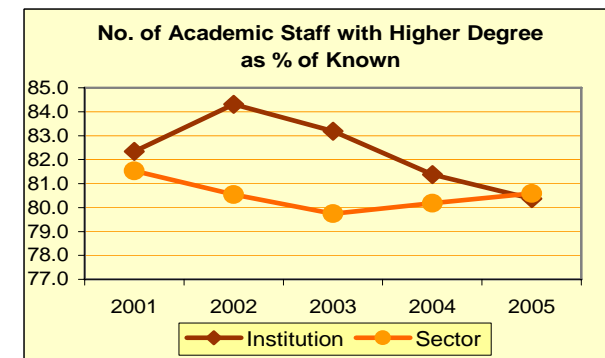
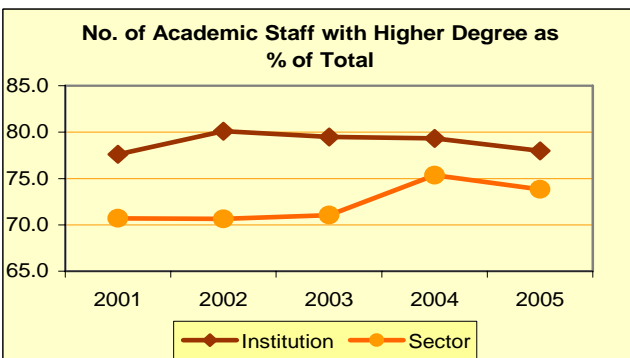
Academic Staff: Level Profile (FTE & FTE Frac.)



Total Academic Staff Number by Qualifications (%)

Institution	2001	2002	2003	2004	2005
Higher Degree	77.60	80.09	79.48	79.33	77.98
Other	16.64	14.90	16.07	18.16	19.04
No Information	5.75	5.01	4.45	2.51	2.98
Sector	2001	2002	2003	2004	2005
Higher Degree	70.70	70.66	71.05	75.37	73.84
Other	16.02	17.07	18.05	18.64	17.79
No Information	13.28	12.28	10.90	5.99	8.37

Academic Staff Number: Qualification Profile (FT & FT Frac. only) (ii)



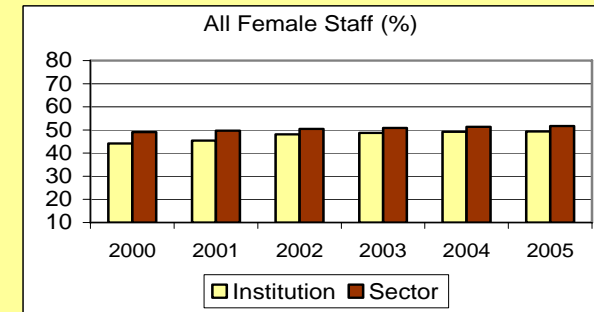
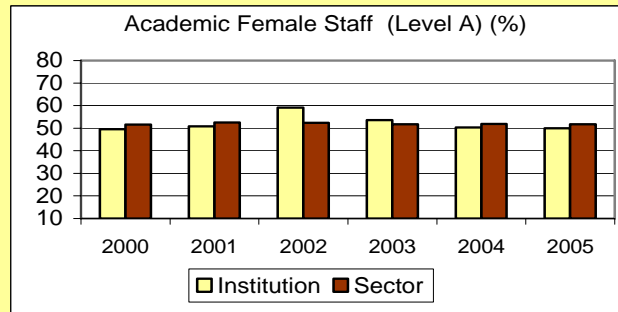
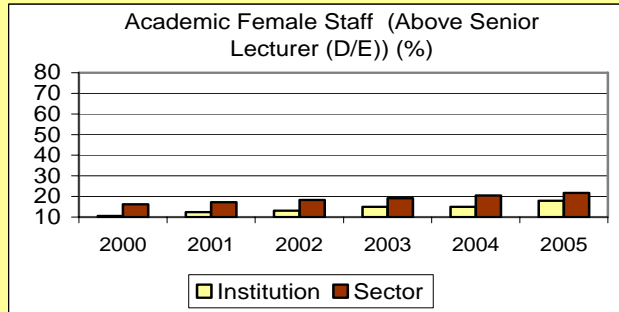
Academic Staff Qualifications as % of Known

Institution	2001	2002	2003	2004	2005
Higher Degree	82.34	84.32	83.18	81.38	80.37
Other	17.66	15.68	16.82	18.62	19.63
Sector	2001	2002	2003	2004	2005
Higher Degree	81.53	80.54	79.74	80.17	80.58
Other	18.47	19.46	20.26	19.83	19.42

(ii) Records number of individual staff by qualification

University of Tasmania

Female Staff by Classification (%); Ratio of Total Staff Benefits to Total Expenditure (%) by Institution and Sector



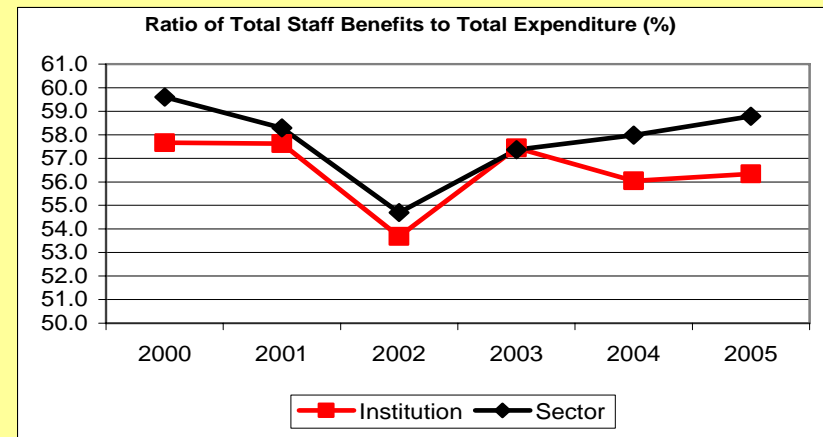
Institution (FTE & FTEFrac only)

Female Staff Classification (%)	2000	2001	2002	2003	2004	2005
Above Senior Lecturer (D/E)	10.62	12.39	13.11	14.88	15.00	17.91
Senior Lecturer (Level C)	19.23	21.29	23.03	27.50	27.27	28.74
Lecturer (Level B)	35.81	35.34	38.72	40.56	41.90	43.61
Below Lecturer (Level A)	49.60	50.85	59.12	53.62	50.34	50.00
Non-Academic Classifications	55.48	56.86	58.23	59.06	59.73	59.54
All Staff	44.13	45.42	48.10	48.77	49.23	49.35
Total FTE	1,398	1,420	1,503	1,540	1,550	1,615

Sector (FTE & FTEFrac only)

Female Staff Classification (%)	2000	2001	2002	2003	2004	2005
Above Senior Lecturer (D/E)	16.18	17.23	18.35	19.24	20.38	21.72
Senior Lecturer (Level C)	29.61	30.69	32.43	33.71	34.68	35.47
Lecturer (Level B)	43.80	44.84	45.39	45.95	46.62	47.46
Below Lecturer (Level A)	51.62	52.57	52.45	51.79	51.94	51.83
Non-Academic Classifications	59.41	59.69	60.14	60.36	60.58	60.87
All Staff	49.14	49.77	50.43	50.87	51.32	51.71
Total FTE	68,913	70,012	72,285	74,862	77,485	79,709

All Staff



Institution	2000	2001	2002	2003	2004	2005
Total Staff Benefits*	99847	106147	107076	118475	128809	140699
Total Expenditure	173156	184201	199451	206248	229831	249711
SB/Ex %	57.66	57.63	53.69	57.44	56.05	56.34
Sector	2000	2001	2002	2003	2004	2005
Total Staff Benefits	5368262	5655478	6081458.32	6771856	7414440.8	7680276
Total Expenditure	9006262	9701745	11118551.2	11804339	12786241	13065591
SB/Ex %	59.61	58.29	54.70	57.37	57.99	58.78

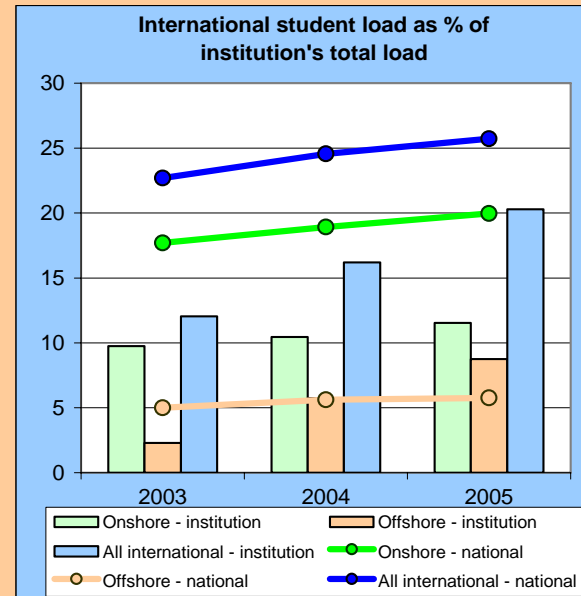
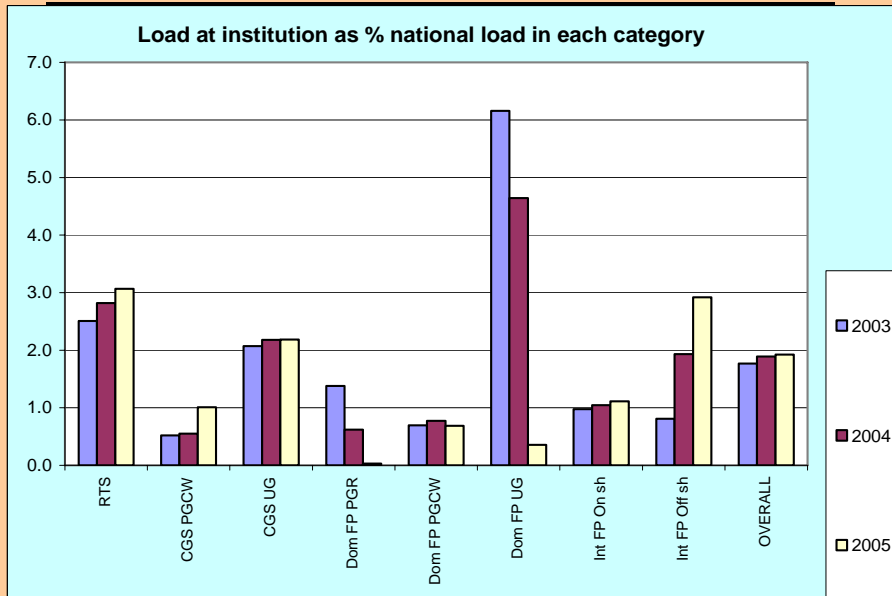
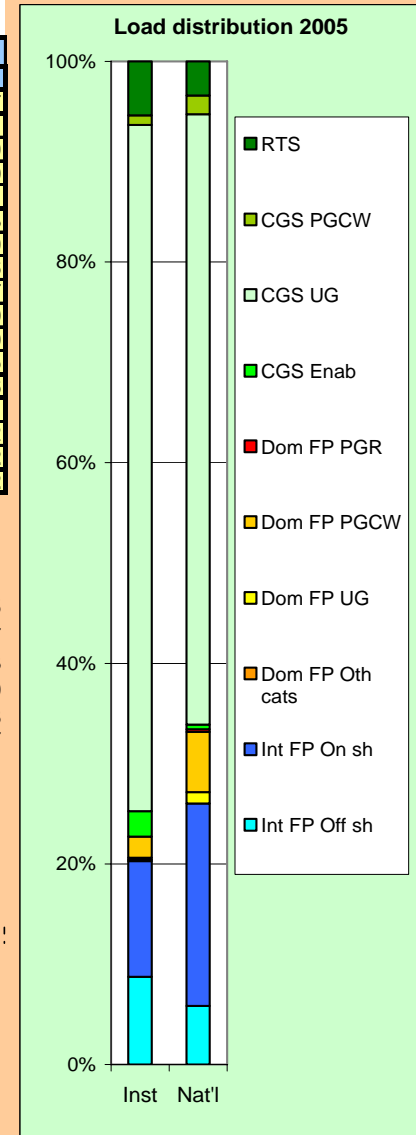
* ('000); HED only for dual sector institutions not reported separately until 2002

ACHIEVEMENTS IN HIGHER EDUCATION PROVISION

University of Tasmania Student Load by Category

TABLE 1		2003	2004	2005	2003	2004	2005
Student Load		EFTSU/EFTSL			Load as % of national load in each category		
Research Training Scheme	1	538	623	681	2.51	2.82	3.07
Domestic PG Course Work	2	68	69	121	0.52	0.55	1.01
Eligible for Undergraduate	3	8,371	8,639	8,652	2.07	2.18	2.19
CGS Enabling	4	228	266	321	7.24	9.02	0.00
SUB-TOTAL	5	8,689	8,974	9,095	2.07	2.18	2.21
Other PG Research	6	51	27	1	1.38	0.62	0.03
Domestic PG Coursework	7	266	305	268	0.70	0.77	0.69
Undergraduate	8	466	381	26	6.16	4.64	0.36
Non award	9	3	6	4	0.08	0.17	0.17
Empl reserved	10	0	0	0	0.00	0.00	0.00
Other	11	0	0	10	0.00	0.00	0.00
SUB-TOTAL	12	787	719	309	1.43	0.01	0.55
All Domestic Students	13	10,013	10,316	10,084	2.02	2.10	2.06
Int'l Fee Paying On shore	14	1,110	1,286	1,461	0.98	1.04	1.11
Off shore	15	260	707	1,107	0.81	1.93	2.92
SUB-TOTAL	16	1,370	1,992	2,567	0.94	1.25	1.52
ALL STUDENTS	17	11,384	12,309	12,652	1.77	1.89	1.92

Note: Excludes Work Experience in Industry Students. Changes to student categories in 2005 will affect these time series and they should be used with caution.
Sources: Student Collection - 2003-2005.



PERFORMANCE AGAINST TARGETS

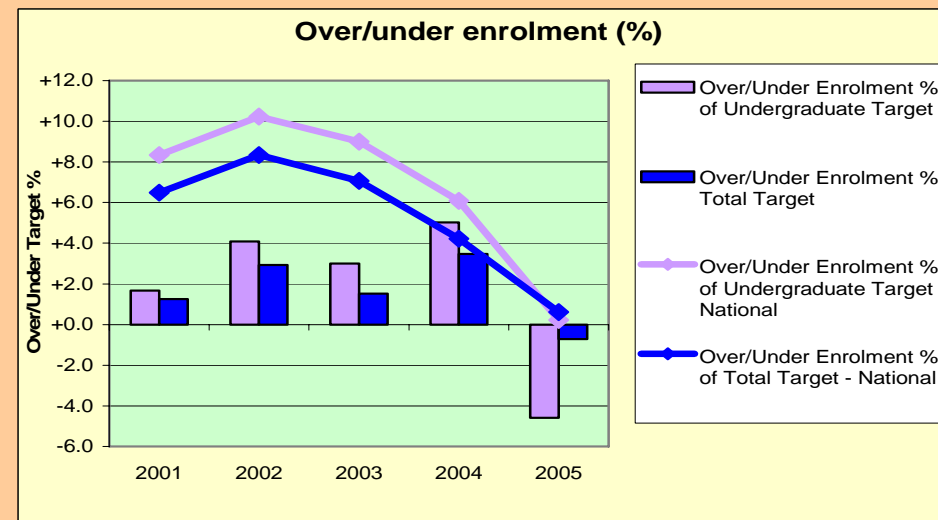
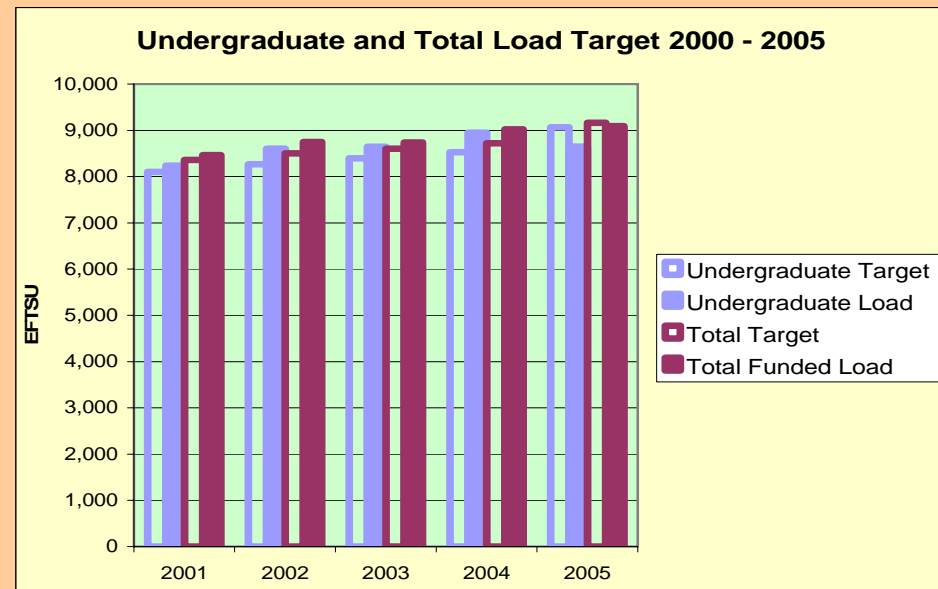
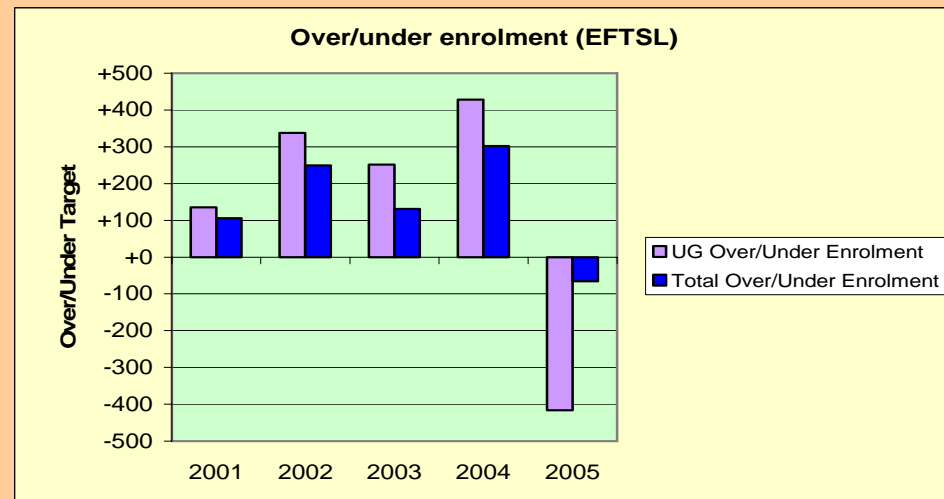
INSTITUTION

	2001	2002	2003	2004	2005
UG target	8,100	8,265	8,395	8,525	9,069
UG filled	8,235	8,603	8,647	8,953	8,652
Over/under UG	+135	+338	+252	+428	-417
Ov/und UG %	+1.7	+4.1	+3.0	+5.0	-4.6
Total target	8,360	8,500	8,605	8,720	9,160
Total filled	8,465	8,749	8,736	9,022	9,095
Over/under total	+105	+249	+131	+302	-65
Ov/und total %	+1.3	+2.9	+1.5	+3.5	-0.7

NATIONAL

UG target	367,785	371,500	374,155	376,970	395,501
UG filled	398,443	409,495	407,830	401,001	396,404
Over/under UG	+30,658	+37,995	+33,675	+22,944	+903
Ov/und UG %	+8.3	+10.2	+9.0	+6.1	+0.2
Total target	390,270	392,955	394,970	397,100	409,026
Total filled	415,565	425,729	422,862	413,869	411,521
Over/under total	+25,295	+32,774	+27,892	+16,769	+2,495
Ov/und total %	+6.5	+8.3	+7.1	+4.2	+0.6

Preliminary data



Learning and Teaching Performance Fund 2006

University of Tasmania

RESULTS FROM THE ALLOCATION MODEL

Technical Note 2 Data	Ordinal Rank Number	Indicator Weight %	Weighted Indicator Result	Total
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Student Satisfaction

CEQ Generic Skills	66.51	3	17.91	54
CEQ Good Teaching	43.10	8	18.52	148
CEQ Overall Satisfaction	63.20	4	18.90	76
Indicator Group Total:				277

Outcomes

GDS Full-time Employment	77.03	21	11.48	241
GDS Further Full-time Study	22.88	28	10.29	288
Indicator Group Total:				529

Success

Student Attrition Inversion - Commencing	84.87	30	10.65	320
Student Progress - Commencing	80.96	6	12.26	74
Indicator Group Total:				393

Total Weighted Score: 100.01 1200

To derive higher education providers' weighted results for each indicator, the model:

- takes the indicator data published in *Technical Note 2* for all Table A providers and produces an ordinal rank number for each provider within that indicator. The ordinal number of 38 is assigned to the provider with the highest reported result and the ordinal number zero is assigned to the provider with the lowest result. Providers with equal results are assigned identical ordinal rank numbers; then
- multiplies the ordinal rank by the weight for that indicator to produce a weighted result for the provider.

UNIVERSITY OF TASMANIA

2006 INSTITUTION ASSESSMENT FRAMEWORK

EQUITY PERFORMANCE ANALYSIS

KEY POINTS:

- The University of Tasmania (UTAS) has received \$3,901,318 under DEST higher education equity programs in 2006.
- The University of Tasmania has been assessed as eligible for Higher Education Equity Support Program Funding in 2007.
- DEST commends the University for their Mental Health Research Project to aid students suffering from a mental health disability achieve academic success.

GRANTS RECEIVED UNDER DEST HIGHER EDUCATION EQUITY PROGRAMS

PROGRAM/COMPONENT	YEAR	GRANT AMOUNT
Higher Education Equity Support Program	2006	\$651,787
Higher Education Disability Support Program		
Additional Support for Students with Disabilities	2006	\$164,030
Performance-based disability support funding	2006	\$41,359
Regional Disability Liaison Officer	2006	\$94,228
Commonwealth Learning Scholarships Program		
Commonwealth Education Costs Scholarships	2006	\$977,600
Commonwealth Accommodation Scholarships	2006	\$1,972,314
TOTAL	2006*	\$3,901,318

ELIGIBILITY FOR HIGHER EDUCATION EQUITY SUPPORT PROGRAM FUNDING IN 2007

DEST has assessed the University's Eligibility Statement, and is satisfied that the University is eligible for Equity Support Program funding, consistent with paragraph 1.45.1 of the Guidelines. That is, the University runs outreach programs to attract disadvantaged students, offers specialised support for disadvantaged students, administers the Commonwealth Learning Scholarships, and has established an institutional equity scholarship program.

PERFORMANCE OF EQUITY GROUPS IN 2005

It should be noted that the equity performance indicators for 2005 have been calculated, and 2001-2004 indicators re-calculated, using full year domestic student data, excluding domestic students whose permanent home address is overseas. In addition, the low SES indicators for 2001-2005 have been calculated using 2001 census data (updated from 1996).

- The access rate for students from **low socio-economic backgrounds** rose in 2005 and is above 2001 rates. The participation rate for the same group rose over 2001-2005. Both access and participation rates are above state and national rates.
- Access and participation rates for students from **non-English speaking backgrounds** rose over 2002-2005. Both rates are above state rates and below national rates.
- Access and participation rates for **students with disabilities** rose overall during 2001-2005 despite a slight decline in 2004. Both rates are above state and national rates.
- The access rate for **students from rural backgrounds** slightly declined over 2001-2005. Participation rates for the same group were quite stable over the same period. Both rates are comparable to state rates and well above national rates.
- The access rate for **students from an isolated background** declined in 2005 and is comparable to the 2001 rate. The participation rate for the same group declined slightly over 2001-2005. Both rates are below state and national rates.

EQUITY FOCUS

The University of Tasmania primarily target the following equity groups:

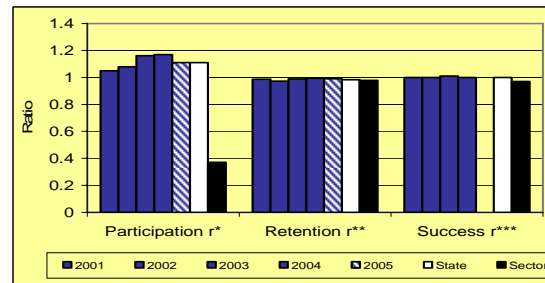
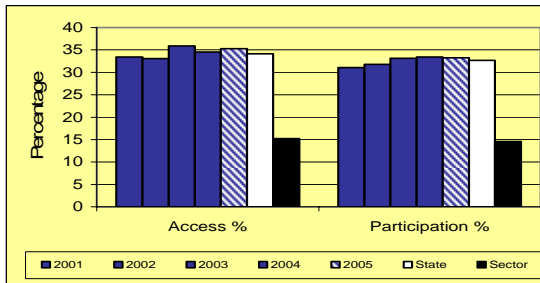
- Students from low socio-economic backgrounds;
- Students from non-English speaking backgrounds; and
- Students with disabilities.

KEY ACHIEVEMENTS IN 2005

- UTAS established a First Year Working Party which aims to provide coordinated planning of the provision of support and services across the whole University for target equity groups. The Working Party administered a number of initiatives including improving the coordination of orientation activities and early identification of equity students at risk of failure.
- UTAS initiated a Mental Health Research Project, which aimed to provide support to students with complex mental health conditions achieve academic success. UTAS undertook this Project following an increasing trend of students disclosing a mental health disability when registering with the University's Disability Services. The Project was completed in December 2005 and included research into initiatives implemented by other universities and the piloting of support services for individual students through case management models. UTAS will make the results of the Project available to other institutions interested in this issue through the ADCET website. Recommendations are currently in the process of being implemented.
- UTAS conducted a review of their support service provided to students with disabilities. The review included all identified students with disabilities at the University participating in a comprehensive survey in addition to evaluating disability activities and initiatives at UTAS. Early indications suggest the University is performing well in this area and this equity group appreciate the inclusive approach across all UTAS services provided. Recommendations from the review will be implemented over 2006.
- UTAS implemented a range of strategies to improve the retention rates of African humanitarian refugees accessing tertiary education at UTAS following a recent increase in the number of these students attending the University. Although students from this background have high participation rates, their retention rates are quite poor and UTAS sought to address this by: promoting inclusive teaching strategies, providing staff development in cultural awareness issues and the identification and provision of support to these students requiring English language development, and those at risk of academic failure.
- UTAS reviewed their 2005-2007 Equity Plan and consequently streamlined their reporting processes to gain a better understanding, and the importance of, equity issues across the University. The revision of the Plan identified strategies to achieve UTAS' key equity goals which includes developing an inclusive teaching and learning environment at the University. Another key goal of the Plan includes integrating equity considerations into all UTAS planning and review processes, to ensure that policies and practices reflect the University's commitment to equity.

**University of Tasmania
Equity Performance Indicators 2001-2005**

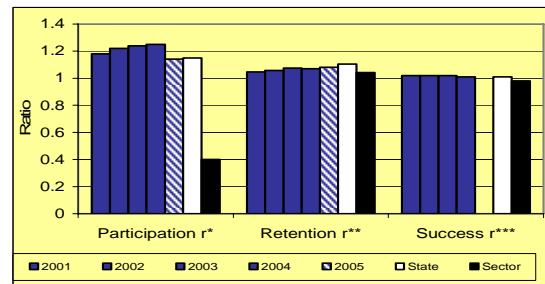
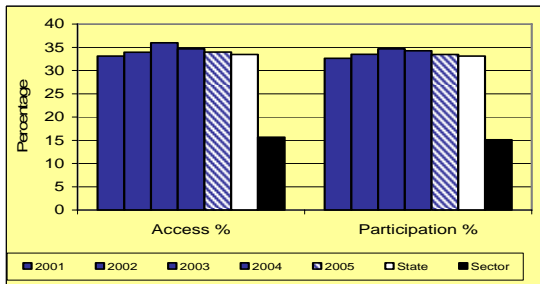
Low SES (all ages)



Year	2001	2002	2003	2004	2005	State 05	NAT 05
Access %	33.41	33.05	35.9	34.53	35.3	34.14	15.23
Participation %	31.07	31.82	33.18	33.41	33.25	32.67	14.57
Participation r*	1.05	1.08	1.16	1.17	1.11	1.11	0.37
Retention r**	0.99	0.97	0.99	0.99	0.99	0.98	0.98
						State 04	NAT 04
Success r***	1	1	1.01	1	N/A	1	0.97

% = rate
r = ratio
*Reference value revised. For detail see glossary
**Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year less those who completed their course.
***Success data calculated one year in arrears..

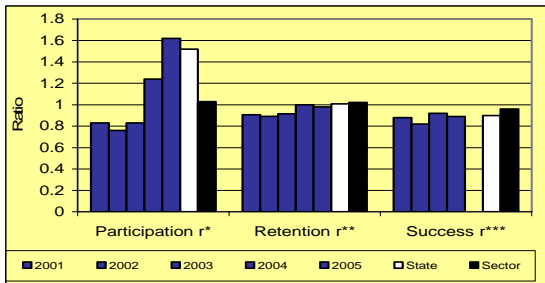
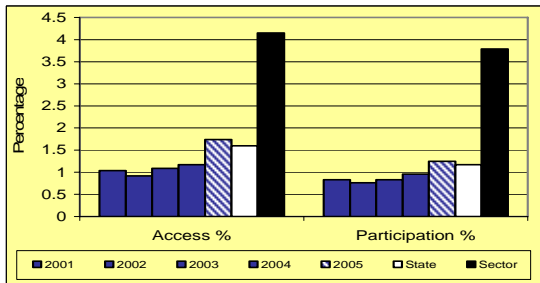
Low SES (under 25)



Year	2001	2002	2003	2004	2005	State 05	NAT 05
Access %	33.09	33.91	35.99	34.69	33.96	33.44	15.67
Participation %	32.62	33.51	34.66	34.25	33.43	33.08	15.13
Participation r*	1.18	1.22	1.24	1.25	1.14	1.15	0.4
Retention r**	1.05	1.06	1.07	1.07	1.08	1.11	1.04
						State 04	NAT 04
Success r***	1.02	1.02	1.02	1.01	n/a	1.01	0.98

% = rate
r = ratio
*Reference value revised. For detail see glossary
**Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year less those who completed their course.
***Success data calculated one year in arrears..

Non-English Speaking Background



Year	2001	2002	2003	2004	2005	State 05	NAT 05
Access %	1.04	0.92	1.09	1.17	1.74	1.6	4.15
Participation %	0.83	0.76	0.83	0.96	1.25	1.17	3.79
Participation r*	0.83	0.76	0.83	1.24	1.62	1.52	1.03
Retention r**	0.91	0.89	0.92	1.00	0.98	1.01	1.02
						State 04	NAT 04
Success r***	0.88	0.82	0.92	0.89	n/a	0.9	0.96

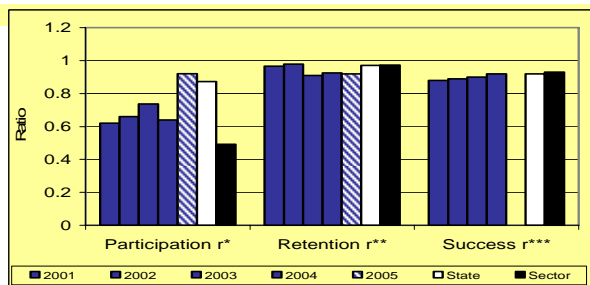
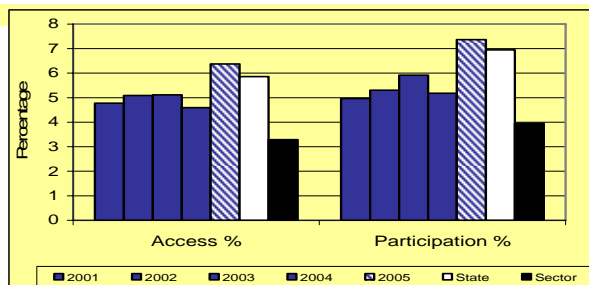
% = rate
r = ratio
*Reference value revised. For detail see glossary
**Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year less those who completed their course.
***Success data calculated one year in arrears..

Equity performance indicators for 2005 have been calculated, and 2001-2004 indicators re-calculated, using the following parameters:

- (a) domestic student enrolments, excluding students whose permanent home address is overseas
- (b) 'full year' data, that is, students enrolled either from 1 September of the previous year to 31 August of the current year (2001-2004), or for the calendar year 1 January - 31 December (2005)
- (c) students enrolled at Table A institutions only
- (d) students from low socio-economic status (SES) backgrounds are those whose permanent home address postcode falls within the lowest 25 percent of postcodes as coded to the ABS SEIFA Index of Education and Occupation (2001 census)

**University of Tasmania
Equity Performance Indicators 2001-2005**

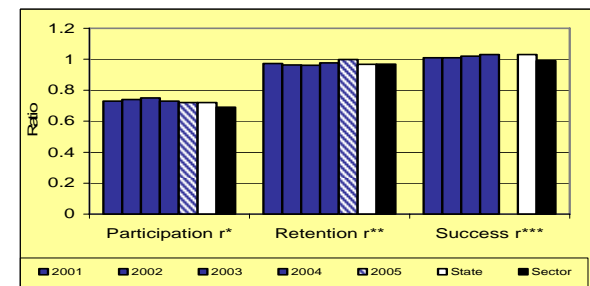
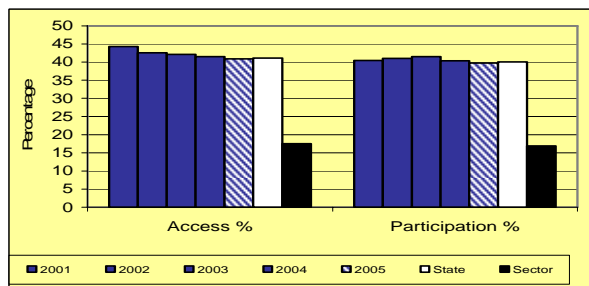
Disability



Year	2001	2002	2003	2004	2005	State 05	NAT 05
Access %	4.77	5.09	5.11	4.59	6.37	5.86	3.29
Participation %	4.96	5.3	5.92	5.18	7.36	6.95	3.96
Participation r*	0.6206	0.6596	0.7371	0.6405	0.9202	0.872637	0.49185
Retention r**	0.97	0.98	0.91	0.93	0.92	0.97	0.97
State 04 NAT 04							
Success r***	0.88	0.89	0.9	0.92	n/a	0.92	0.93

% = rate
r = ratio
*Reference value revised. For detail see glossary
**Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year less those who completed their course.
***Success data calculated one year in arrears..

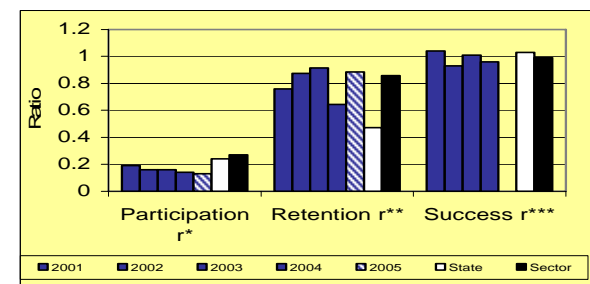
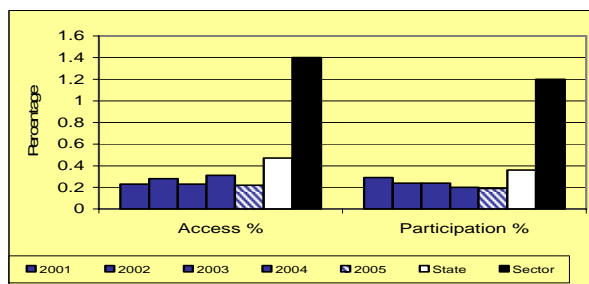
Rural



Year	2001	2002	2003	2004	2005	State 05	NAT 05
Access %	44.29	42.62	42.12	41.51	40.92	41.12	17.52
Participation %	40.46	41.03	41.52	40.37	39.75	40.06	16.89
Participation r*	0.73	0.74	0.75	0.73	0.72	0.72	0.69
Retention r**	0.97	0.96	0.96	0.98	1.00	0.97	0.97
State 04 NAT 04							
Success r***	1.01	1.01	1.02	1.03	n/a	1.03	0.99

% = rate
r = ratio
*Reference value revised. For detail see glossary
**Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year less those who completed their course.
***Success data calculated one year in arrears..

Isolated



Year	2001	2002	2003	2004	2005	State 05	NAT 05
Access %	0.23	0.28	0.23	0.31	0.22	0.47	1.4
Participation %	0.29	0.24	0.24	0.2	0.19	0.36	1.2
Participation r*	0.19	0.16	0.16	0.14	0.13	0.24	0.27
Retention r**	0.76	0.87	0.91	0.64	0.88	0.47	0.86
State 04 NAT 04							
Success r***	1.04	0.93	1.01	0.96	n/a	1.03	0.99

% = rate
r = ratio
*Reference value revised.
For detail see glossary
**Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year less those who completed their course.
***Success data calculated one year in arrears..

Equity performance indicators for 2005 have been calculated, and 2001-2004 indicators re-calculated, using the following parameters:
(a) domestic student enrolments, excluding students whose permanent home address is overseas
(b) 'full year' data, that is, students enrolled either from 1 September of the previous year to 31 August of the current year (2001-2004), or for the calendar year 1 January - 31 December (2005)
(c) students enrolled at Table A institutions only
(d) students from low socio-economic status (SES) backgrounds are those whose permanent home address postcode falls within the lowest 25 percent of postcodes as coded to the ABS SEIFA Index of Education and Occupation (2001 census)

**UNIVERSITY OF TASMANIA
INSTITUTION ASSESSMENT FRAMEWORK 2006
INDIGENOUS PERFORMANCE ANALYSIS**

Performance

Between 2004 and 2005 there were significant falls in the number of commencing and all Indigenous students nationally (-2.4% and -5.9% respectively). Against these national trends, the University of Tasmania increased both commencing and all Indigenous student numbers (+25.8% and +10.7%).

The increase in numbers at bachelor-degree level was particularly strong. The University's 2005 overall increases were more notable in that they occurred at the same time there was a significant drop in numbers at levels below bachelor-degree level.

The University's performance against the retention and success indicators has been consistently above the national average over recent years. However, access and participation rates would need to significantly increase to come close to parity with non-Indigenous students – in 2005, parity would have yielded access and participation rates of 4.93% in Tasmania.¹

Indigenous staff numbers at the University have grown steadily since 2001. However, the Indigenous proportion of the University's staff (0.9%) is well short of the proportion of Indigenous students (1.84%) in 2005.

Indigenous Education Statement

The University of Tasmania's Indigenous Education Statement provides an update on its Indigenous higher education provision and outcomes, although progress in 2005 appears to include few new initiatives.

The appointment of an Aboriginal person to the position of Director of the Riawunna Centre is notable. This should facilitate the University's sound plan for future strategies to be undertaken, monitored and evaluated. DEST particularly notes the development of an Australian Studies major with core Indigenous content; the development of a cross sector marketing strategy; and provision of expertise to develop the research skills of staff and the community.

DEST also notes the University's participation in regional forums to progress development of the Partnership Agreement between UTAS and Aboriginal communities in Tasmania. We would be interested to hear of progress.

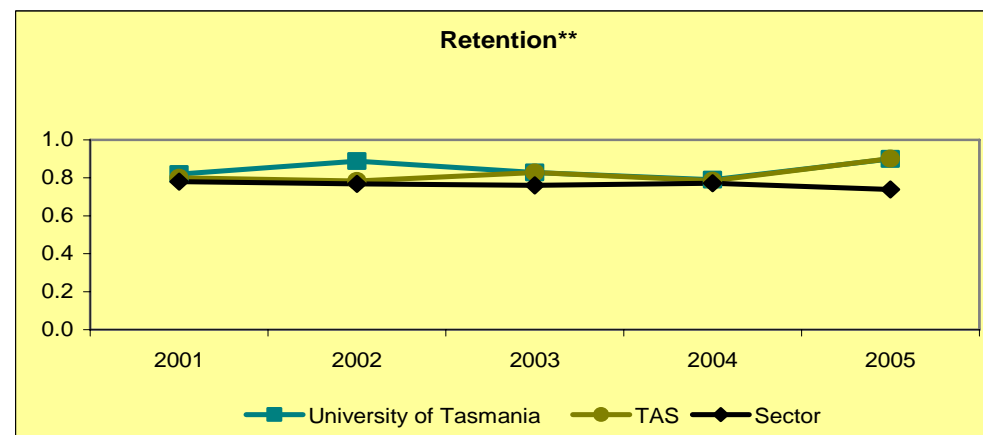
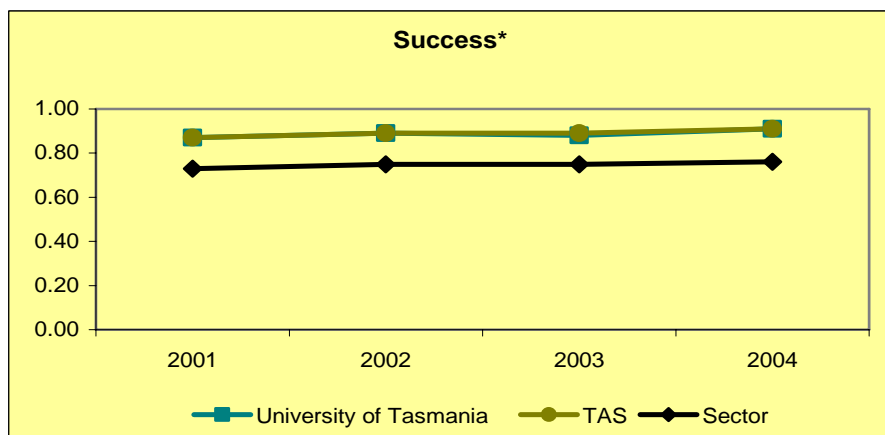
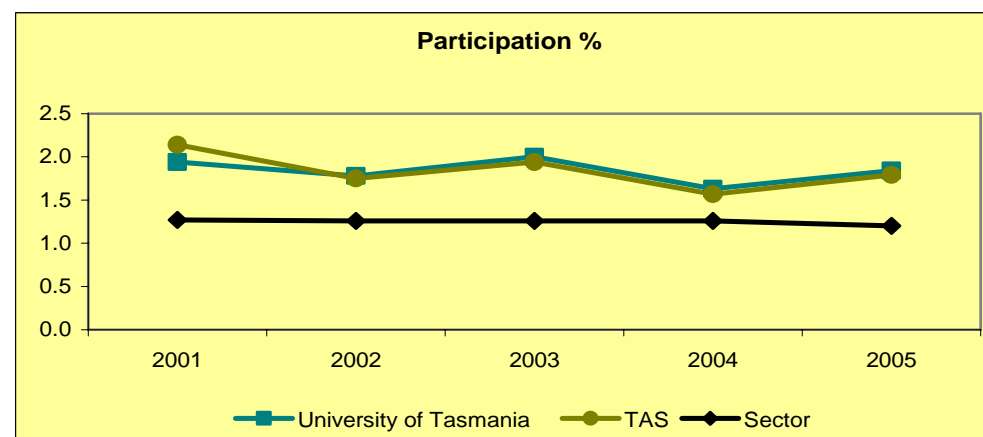
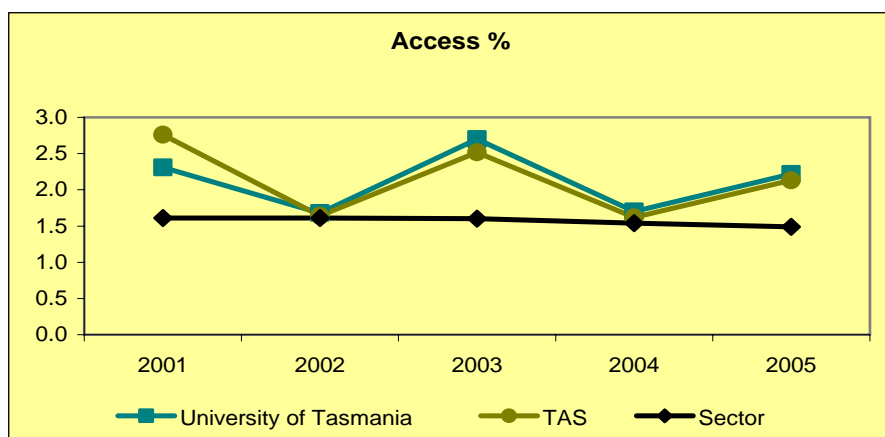
The University's report on expenditure of Indigenous Support Programme funding shows income of \$765,000 from the programme, rather than the actual \$771,000.

¹ The Parity Rate shows in any one year the proportion (%) of Australian students that would be expected to be Indigenous, if Indigenous people were represented according to their proportion of the higher education aged population. The calculation of the parity rate takes into account the age structures of the Indigenous and total Australian populations as well as the actual age structure of the domestic higher education student population in the year. The Parity Rate is calculated at both national and state/territory levels and is available for 2001, 2004 and 2005 population data.

University of Tasmania

Indigenous Higher Education Performance Indicators 2001-2005

Year	Institution					TAS					Sector				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Access %	2.31	1.68	2.70	1.70	2.22	2.76	1.64	2.52	1.62	2.13	1.61	1.61	1.60	1.54	1.49
Participation %	1.94	1.78	2.00	1.63	1.84	2.14	1.75	1.94	1.57	1.79	1.27	1.26	1.26	1.26	1.20
Success*	0.87	0.89	0.88	0.91	n/a	0.87	0.89	0.89	0.91	n/a	0.73	0.75	0.75	0.76	n/a
Retention**	0.82	0.89	0.83	0.79	0.90	0.80	0.78	0.83	0.79	0.90	0.78	0.77	0.76	0.77	0.74



*Success data calculated one year in arrears

** Retention is the number of domestic students who re-enrol at an institution in a given year, as a proportion of students who were enrolled in the previous year less those who completed their course.

QUALITY OUTCOMES

University of Tasmania Student Satisfaction and Outcomes

Course Experience Questionnaire (CEQ)

- At 50.8% in 2005, the University of Tasmania (UTas)'s Good Teaching Scale (GTS) is the highest in four years and is fractionally above the benchmark (49.3%) average and slightly above the sector (47.9%) average.
- UTas's 2005 GTS for Agriculture, Environmental & Related (70.5%) is significantly above the benchmark (57.0%) and sector (54.2%) averages. Health (excl. Nursing) (34.9%) is significantly below the benchmark (52.9%) and sector (49.4%) averages.
- At 63.7% in 2005, UTas's Generic Skills Scale (GSS) is the highest in four years and is slightly below the benchmark (67.3%) average and fractionally below the sector (64.9%) average.
- UTas's GSS result for Health (excl. Nursing) (56.6%) is well or significantly below the benchmark (72.7%) and sector (67.2%) averages.
- At 69.0% in 2005, UTas's Overall Satisfaction Item (OSI) increased slightly on 2004 and is slightly below the benchmark (71.7%) average but close to the sector (69.5%) average.
- UTas's OSI results for Nursing (68.4%), Architecture & Building (65.5%) and Agriculture, Environmental & Related (84.6%) are well above the benchmark and sector averages. Engineering & Related (55.6%) and Health (excl. Nursing) (56.2%) are significantly below the benchmark and sector averages. Education (56.5%) is well below the benchmark and sector averages.

Graduate Destination Survey (GDS)

- At 75.4% in 2005, UTas's percentage of graduates in Full Time (FT) Work remained steady on 2004 and is slightly below the benchmark (79.3%) and sector (79.0%) averages.
- UTas's 2005 FT Work figure for Architecture & Building (66.7%) is significantly below the benchmark (85.1%) and sector (87.3%) averages. Information Technology (61.8%) and Agriculture, Environmental & Related (66.7%) are significantly below the benchmark average but well below the sector average. Education (65.3%) is well below the sector average.
- At 35.5% in 2005, UTas's percentage of graduates in FT Study increased 7% on 2004 and is close to the benchmark (35.2%) average but significantly above the sector (22.5%) average.
- UTas's 2005 FT study figures for Information Technology (38.5%) is significantly above the benchmark and sector averages. Society & Culture (57.0%) and Creative Arts (48.3%) are well above the benchmark average but significantly above the sector average. Health (excl. Nursing) (5.8%) is significantly below the benchmark and sector averages.

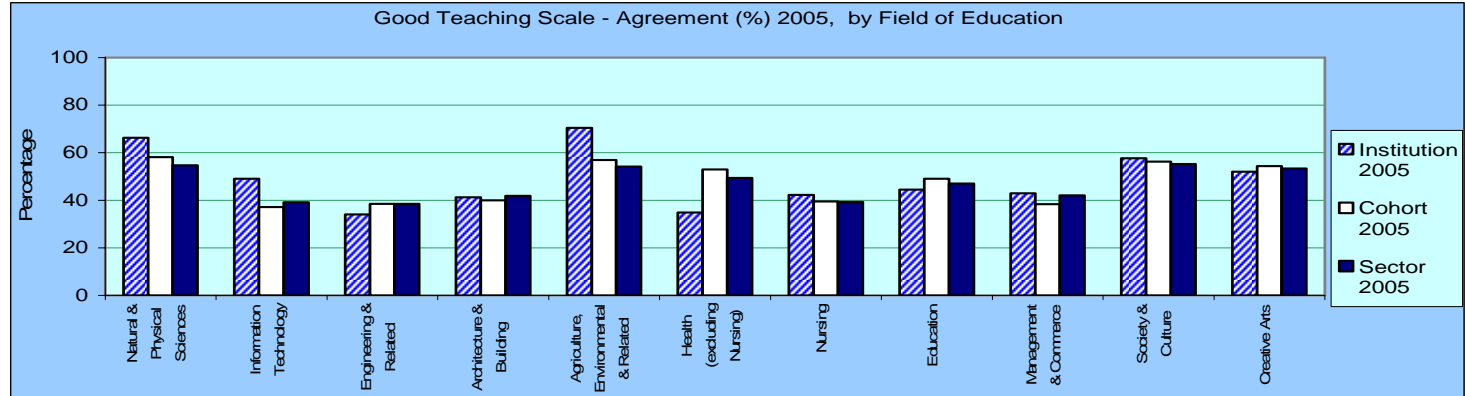
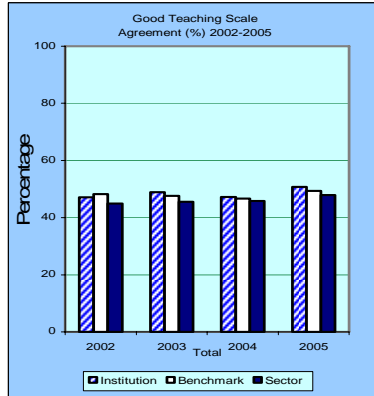
Overall Assessment

- Health (excl. Nursing) may require further consideration. There are no other issues arising from the data analysis.

Quality Performance Indicators

University of Tasmania Course Experience Questionnaire 2002-2005

Good Teaching Scale



Benchmark = University of Tasmania selection

CEQ Response Rate

Year	%
2002	<i>46.0</i>
2003	50.5
2004	52.7
2005	51.3

NOTE: CEQ Response Rate: institution only - all graduates. Where response rate are below 50% results are highlighted in red and italics and should be used with caution.

Good Teaching Scale

Year	Agreement (%)		
	Institution	Benchmark	Sector
2002	47.2	48.3	45.0
2003	48.9	47.6	45.6
2004	47.2	46.7	45.9
2005	50.8	49.3	47.9

Note: Survey estimates are based on bachelor degree graduates only

Agreement (%) is number of positive (agree & strongly agree) responses as a proportion of all responses. Where respondents provide information for two majors both responses are included.

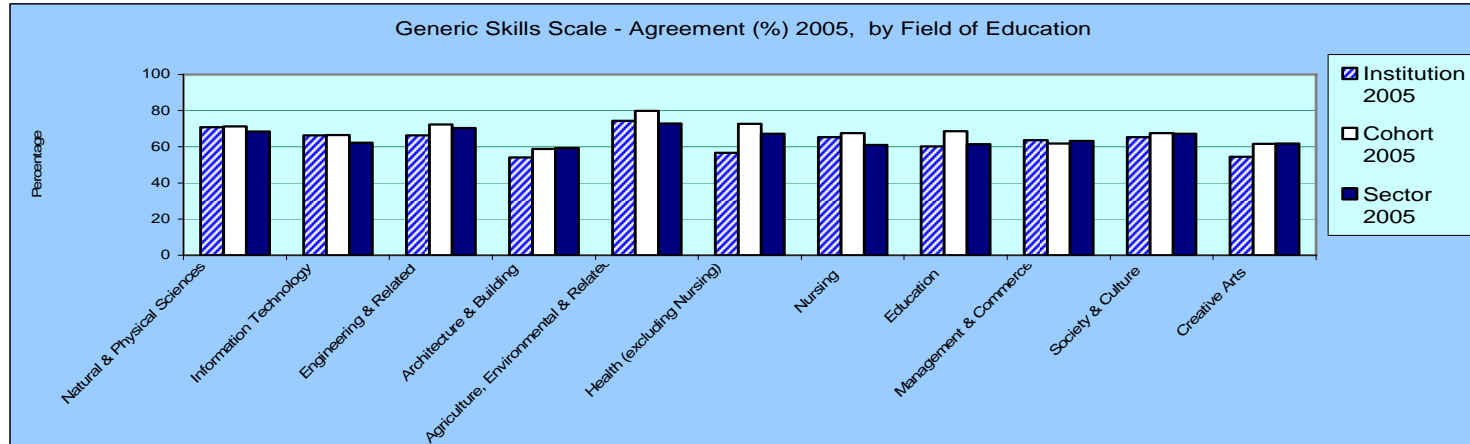
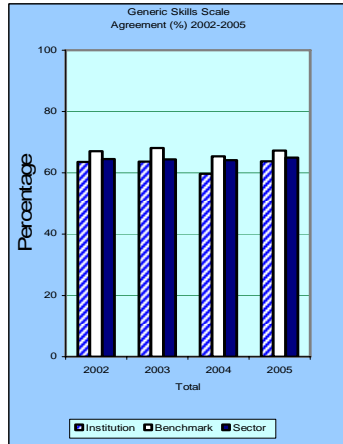
Good Teaching Scale by Field of Education

Field of Education	Agreement (%)		
	Institution	Benchmark	Sector
Natural & Physical Sciences	66.2	58.2	54.7
Information Technology	49.0	37.2	39.2
Engineering & Related	34.1	38.5	38.5
Architecture & Building	41.3	40.0	41.9
Agriculture, Environmental & Related	70.5	57.0	54.2
Health (excluding Nursing)	34.9	52.9	49.4
Nursing	42.2	39.5	39.3
Education	44.5	49.0	47.0
Management & Commerce	43.0	38.5	42.0
Society & Culture	57.7	56.3	55.2
Creative Arts	52.0	54.4	53.4

Note: Where responses are less than 20 results are highlighted in red and italics and should be used with caution.

**University of Tasmania
Course Experience Questionnaire 2002-2005**

Generic Skills Scale



Benchmark = University of Tasmania selection

CEQ Response Rate

Year	%
2002	<i>46.0</i>
2003	50.5
2004	52.7
2005	51.3

NOTE: CEQ Response Rate: institution only - all graduates. Where response rate are below 50% results are highlighted in red and italics and should be used with caution.

Generic Skills Scale

Year	Agreement (%)		
	Institution	Benchmark	Sector
2002	63.6	67.1	64.4
2003	63.6	68.0	64.4
2004	59.7	65.4	64.1
2005	63.7	67.3	64.9

Note: Survey estimates are based on bachelor degree graduates only. Agreement (%) is number of positive (agree & strongly agree) responses as a proportion of all responses. Where respondents provide information for two majors both responses are included.

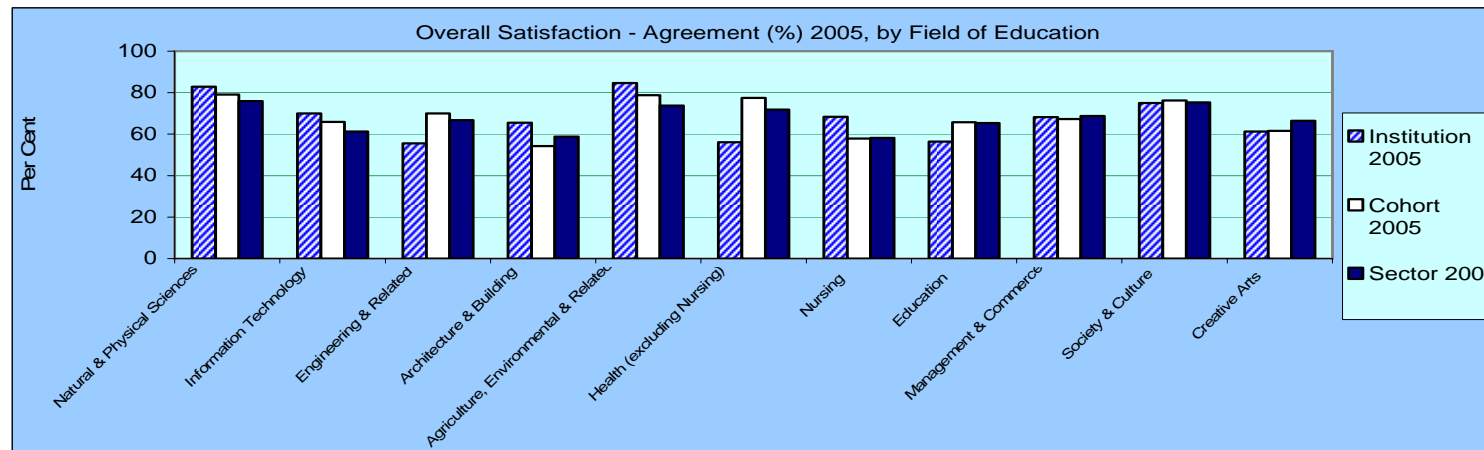
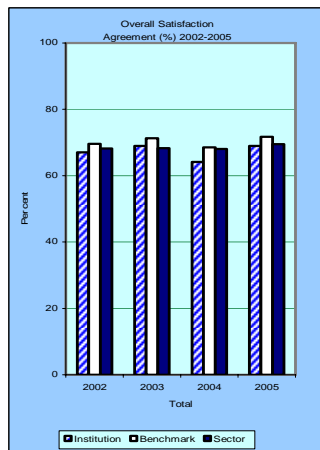
Generic Skills Scale by Broad Field of Education

	Agreement (%)		
	Institution	Benchmark	Sector
Natural & Physical Sciences	<i>70.8</i>	<i>71.3</i>	<i>68.5</i>
Information Technology	<i>66.4</i>	<i>66.4</i>	<i>62.3</i>
Engineering & Related	<i>66.3</i>	<i>72.4</i>	<i>70.4</i>
Architecture & Building	<i>54.2</i>	<i>58.8</i>	<i>59.3</i>
Agriculture, Environmental & Related	<i>74.4</i>	<i>79.9</i>	<i>72.9</i>
Health (excluding Nursing)	<i>56.6</i>	<i>72.7</i>	<i>67.2</i>
Nursing	<i>65.3</i>	<i>67.5</i>	<i>61.0</i>
Education	<i>60.1</i>	<i>68.7</i>	<i>61.5</i>
Management & Commerce	<i>63.6</i>	<i>61.8</i>	<i>63.2</i>
Society & Culture	<i>65.4</i>	<i>67.5</i>	<i>67.3</i>
Creative Arts	<i>54.4</i>	<i>61.7</i>	<i>61.7</i>

Note: Where responses are less than 20 results are highlighted in red and italics and should be used with caution.

University of Tasmania Course Experience Questionnaire 2002-2005

Overall Satisfaction



Benchmark = University of Tasmania selection

CEQ Response Rate

Year	%
2002	<i>46.0</i>
2003	50.5
2004	52.7
2005	51.3

NOTE: CEQ Response Rate: institution only - all graduates. Where response rate are below 50% results are highlighted in red and italics and should be used with caution.

Overall Satisfaction

Year	Agreement (%)		
	Institution	Benchmark	Sector
2002	67.0	69.6	68.2
2003	69.0	71.3	68.3
2004	64.1	68.6	68.0
2005	69.0	71.7	69.5

Note: Survey estimates are based on bachelor degree graduates only. Agreement (%) is number of positive (agree & strongly agree) responses as a proportion of all responses. Where respondents provide information for two majors both responses are included.

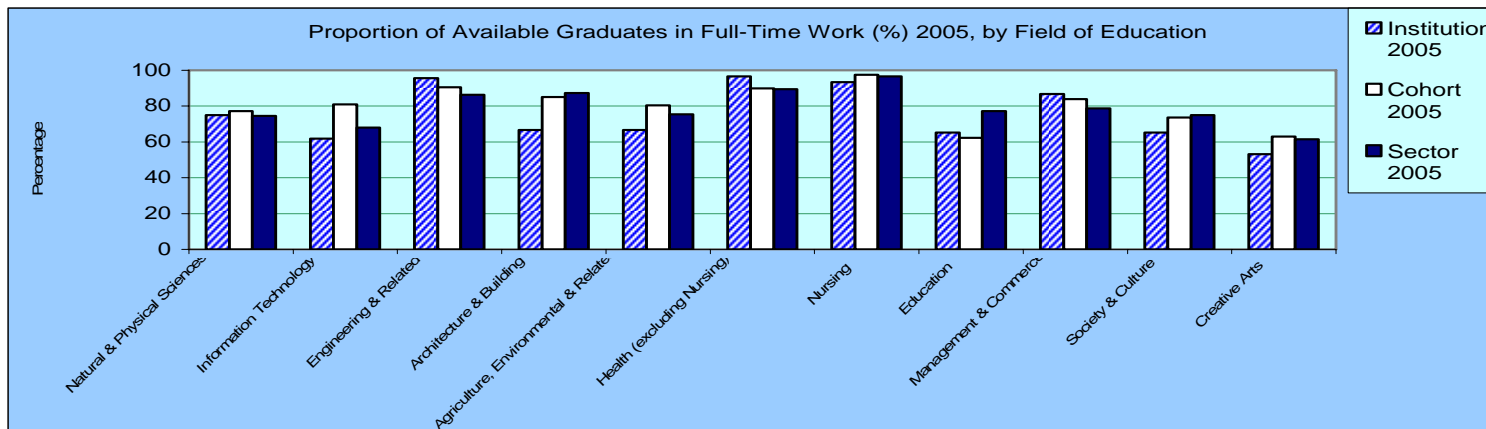
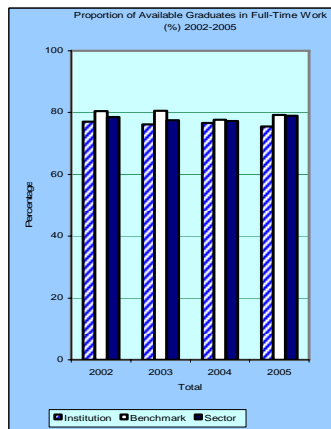
Overall Satisfaction by Broad Field of Education

	Agreement (%)		
	Institution	Benchmark	Sector
Natural & Physical Sciences	<i>82.8</i>	<i>79.1</i>	<i>76.0</i>
Information Technology	<i>70.0</i>	<i>65.9</i>	<i>61.3</i>
Engineering & Related	<i>55.6</i>	<i>70.0</i>	<i>66.7</i>
Architecture & Building	<i>65.5</i>	<i>54.3</i>	<i>58.9</i>
Agriculture, Environmental & Related	<i>84.6</i>	<i>78.8</i>	<i>73.8</i>
Health (excluding Nursing)	<i>56.2</i>	<i>77.5</i>	<i>71.9</i>
Nursing	<i>68.4</i>	<i>57.8</i>	<i>58.1</i>
Education	<i>56.5</i>	<i>65.8</i>	<i>65.4</i>
Management & Commerce	<i>68.2</i>	<i>67.3</i>	<i>68.8</i>
Society & Culture	<i>75.0</i>	<i>76.2</i>	<i>75.2</i>
Creative Arts	<i>61.3</i>	<i>61.5</i>	<i>66.5</i>

Note: Where responses are less than 20 results are highlighted in red and italics and should be used with caution.

**University of Tasmania
Graduate Destination Survey 2002-2005**

Graduates in full-time work as a percentage of those available for full-time work



Benchmark = University of Tasmania selection

CEQ Response Rate

Year	%
2002	62.4
2003	64.1
2004	56.7
2005	64.3

NOTE: CEQ Response Rate: institution only - all graduates. Where response rate are below 50% results are highlighted in red and italics and should be used with caution.

Graduates in full-time work

Year	Graduates (%)		
	Institution	enchmark	Sector
2002	77.1	80.5	78.6
2003	76.2	80.6	77.5
2004	76.6	77.7	77.3
2005	75.4	79.3	79.0

Note: Available for full-time work includes those seeking full-time work and those in full-time work. *These estimates differ from published GDS reports as they are based only on graduates who previously studied mainly as full-time students*. Survey estimates are based on bachelor degree graduates only.

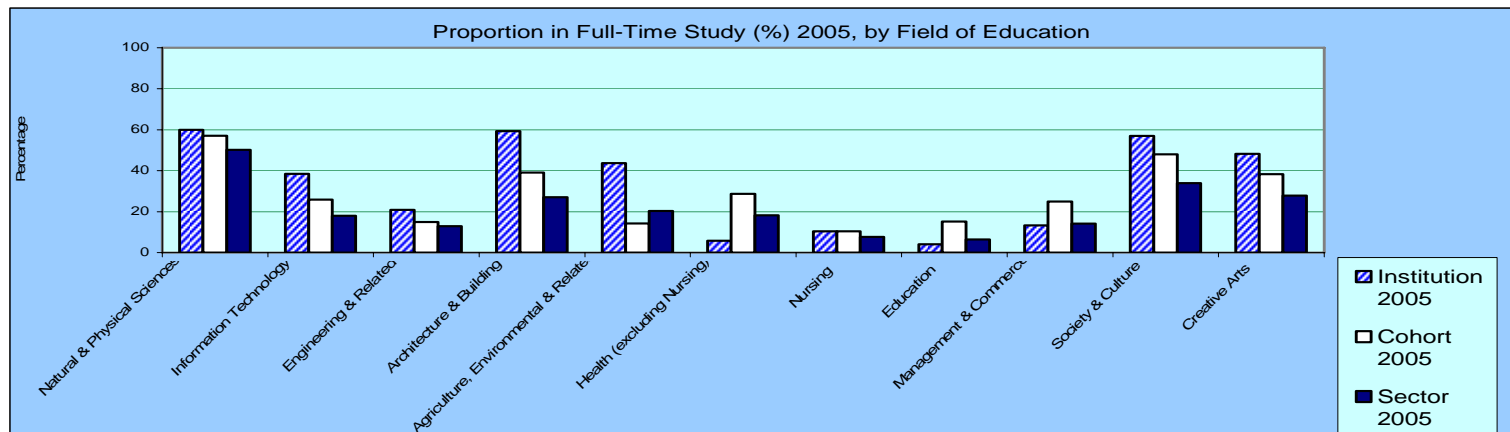
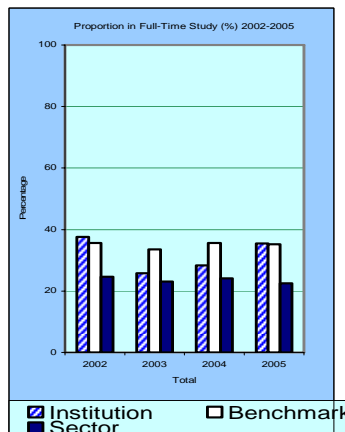
Graduates in full-time work by Broad Field of Education

	Graduates (%)		
	Institution	enchmark	Sector
Natural & Physical Sciences	75.0	77.2	74.4
Information Technology	61.8	81.0	68.0
Engineering & Related	95.7	90.6	86.2
Architecture & Building	66.7	85.1	87.3
Agriculture, Environmental & Related	66.7	80.4	75.4
Health (excluding Nursing)	96.6	89.8	89.4
Nursing	93.3	97.4	96.5
Education	65.3	62.3	77.1
Management & Commerce	86.7	83.9	78.7
Society & Culture	65.3	73.5	74.9
Creative Arts	53.1	63.0	61.5

Note: Where responses are less than 20 results are highlighted in red and italics and should be used with caution.

**University of Tasmania
Graduate Destination Survey 2002-2005**

Graduates in full-time study as a proportion of total graduates



Benchmark = University of Tasmania selection

CEQ Response Rate

Year	%
2002	62.4
2003	64.1
2004	56.7
2005	64.3

NOTE: CEQ Response Rate: institution only - all graduates. Where response rate are below 50% results are highlighted in red and italics and should be used with caution.

Graduates in full-time study

Year	Graduates (%)		
	Institution	benchmark	Sector
2002	37.6	35.7	24.7
2003	25.8	33.5	23.1
2004	28.3	35.7	24.1
2005	35.5	35.2	22.5

Note: Survey estimates include Australian graduates and are based on bachelor degree graduates only.

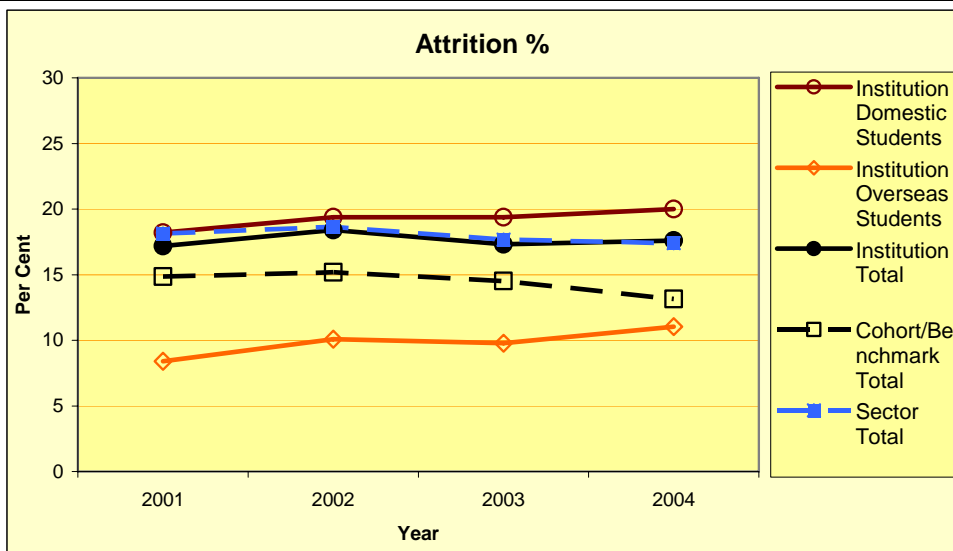
Graduates in full-time study by Broad Field of Education

	Graduates (%)		
	Institution	benchmark	Sector
Natural & Physical Sciences	60.0	57.0	50.2
Information Technology	38.5	25.9	17.9
Engineering & Related	20.9	15.0	13.0
Architecture & Building	59.3	39.1	27.1
Agriculture, Environmental & Related	43.8	14.2	20.4
Health (excluding Nursing)	5.8	28.6	18.2
Nursing	10.5	10.5	7.7
Education	4.1	15.2	6.5
Management & Commerce	13.3	24.9	14.1
Society & Culture	57.0	47.9	33.9
Creative Arts	48.3	38.3	27.9

Note: Where responses are less than 20 results are highlighted in red and italics and should be used with caution.

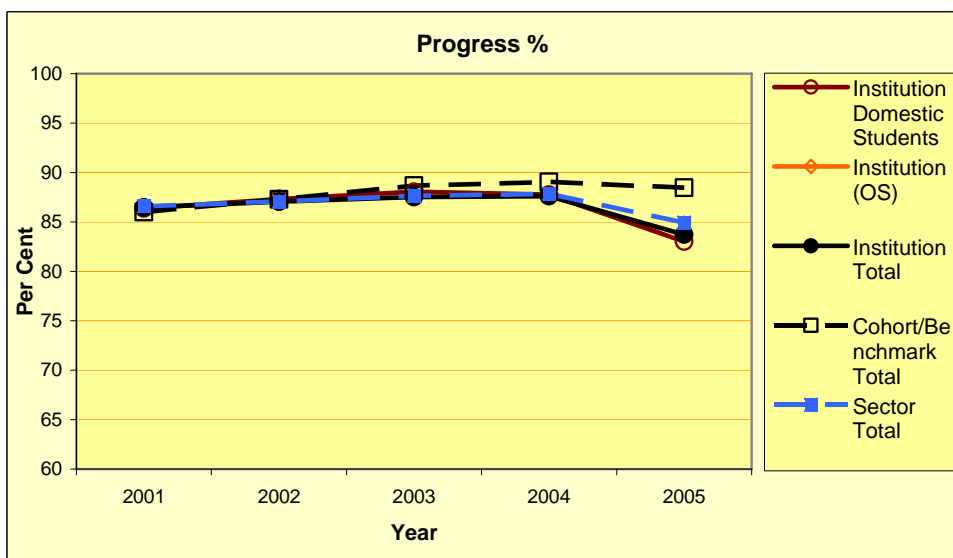
University of Tasmania

Undergraduate Attrition and Progress



Attrition (Commencing Students*)	2001	2002	2003	2004
Institution Domestic Students	18.20	19.39	19.37	20.00
Institution Overseas Students	8.41	10.08	9.78	11.04
Institution Total	17.19	18.40	17.32	17.61
Cohort/Benchmark Total	14.86	15.18	14.52	13.14
Sector Total	18.14	18.64	17.68	17.41

* Bachelor Students Only



Progress (Bachelor Students*)	2001	2002	2003	2004	2005
Institution Domestic Students	86.36	87.30	88.05	87.75	83.03
Institution Overseas Students	87.74	84.59	83.28	86.87	87.09
Institution Total	86.47	87.06	87.51	87.62	83.72
Cohort/Benchmark Total	85.98	87.29	88.67	89.06	88.46
Sector Total	86.59	87.08	87.63	87.84	84.94

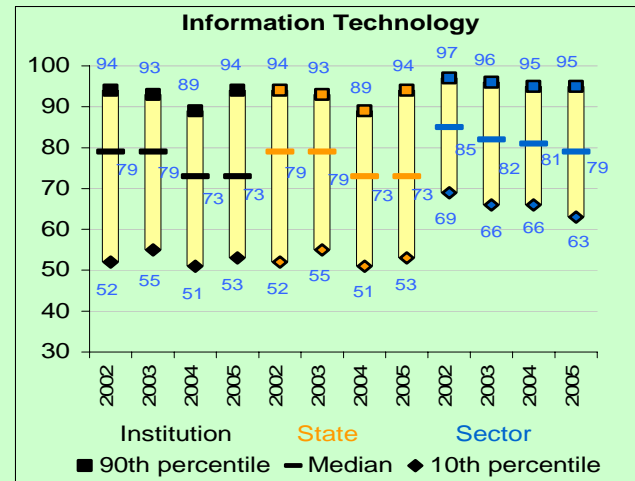
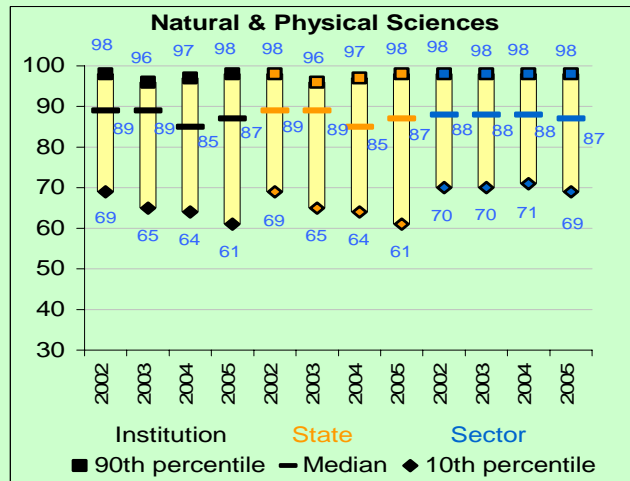
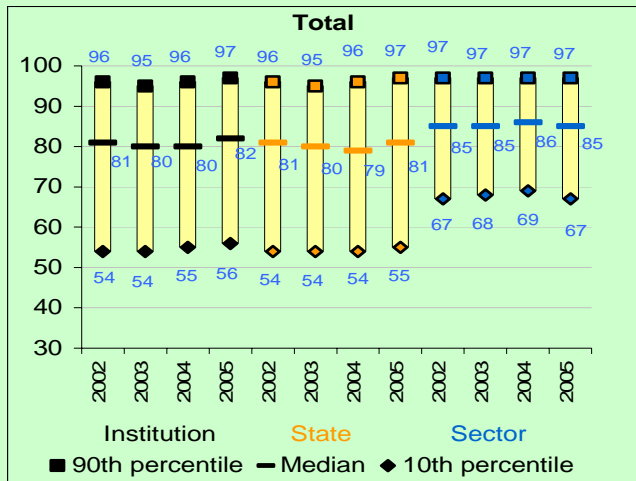
* Bachelor Students EFSTL excluding Work Experience in Industry students

Cohort/Benchmark = Tasmania Selection

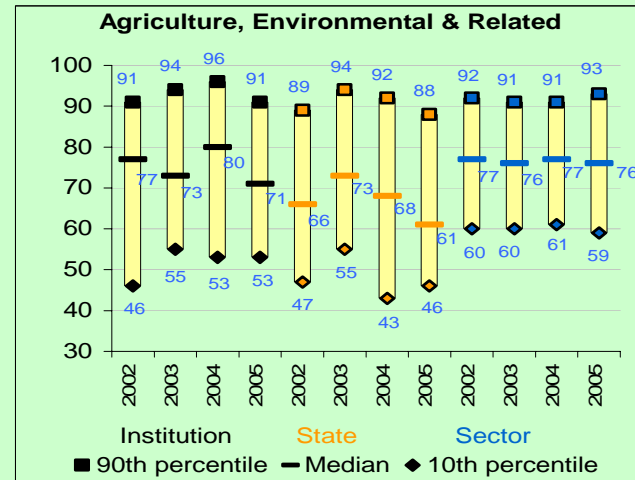
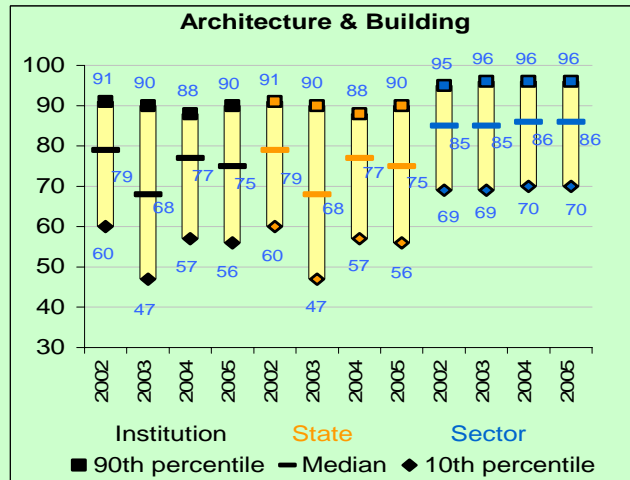
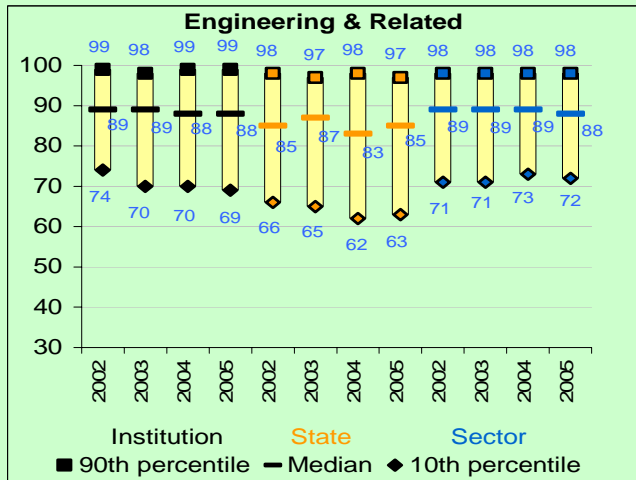
University of Tasmania

Tertiary Entrance Scores

State = Tasmania



Count 2002	Count 2003	Count 2004	Count 2005	Count 2002	Count 2003	Count 2004	Count 2005	Count 2002	Count 2003	Count 2004	Count 2005
1,553	1,489	1,691	926	191	180	216	135	148	162	112	43

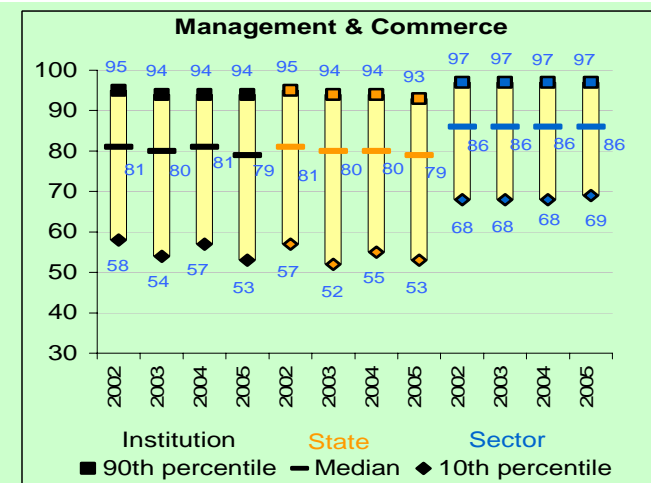
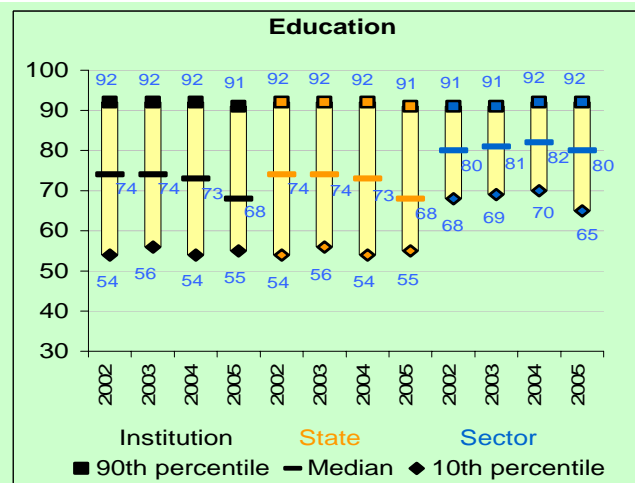
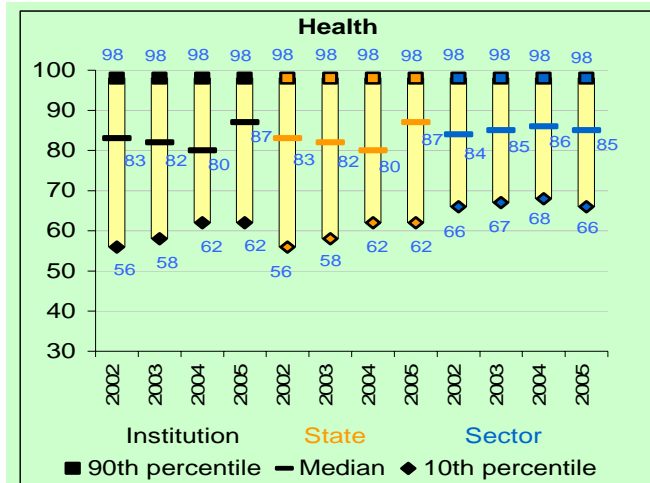


Count 2002	Count 2003	Count 2004	Count 2005	Count 2002	Count 2003	Count 2004	Count 2005	Count 2002	Count 2003	Count 2004	Count 2005
96	90	88	58	24	35	46	25	38	47	42	25

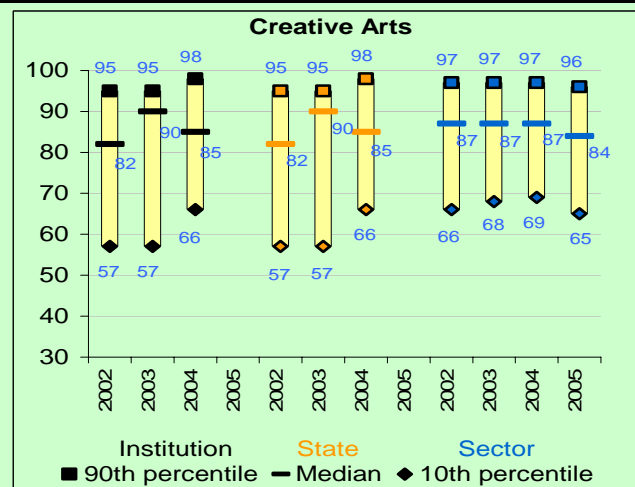
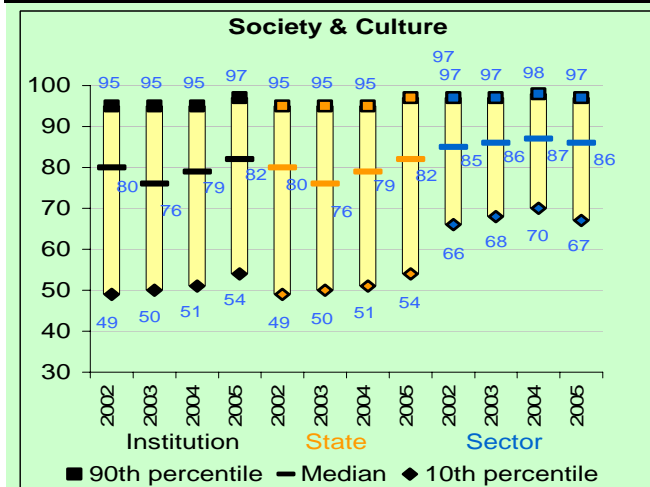
University of Tasmania

Tertiary Entrance Scores

State = Tasmania



Count 2002	Count 2003	Count 2004	Count 2005	Count 2002	Count 2003	Count 2004	Count 2005	Count 2002	Count 2003	Count 2004	Count 2005
242	228	291	158	113	90	124	67	284	301	285	145

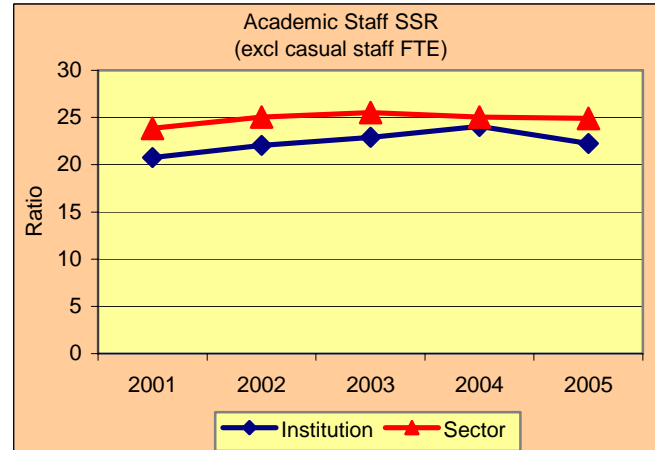
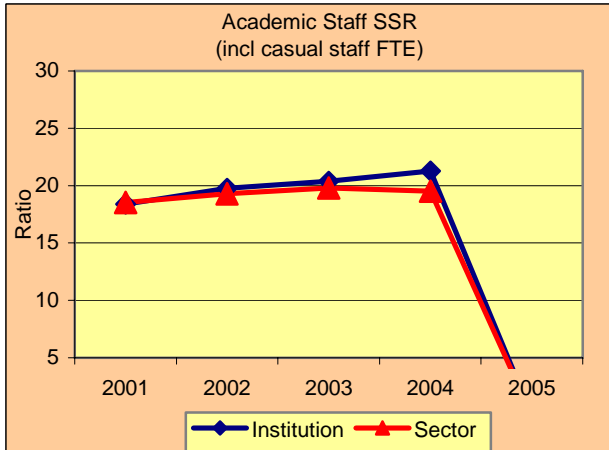
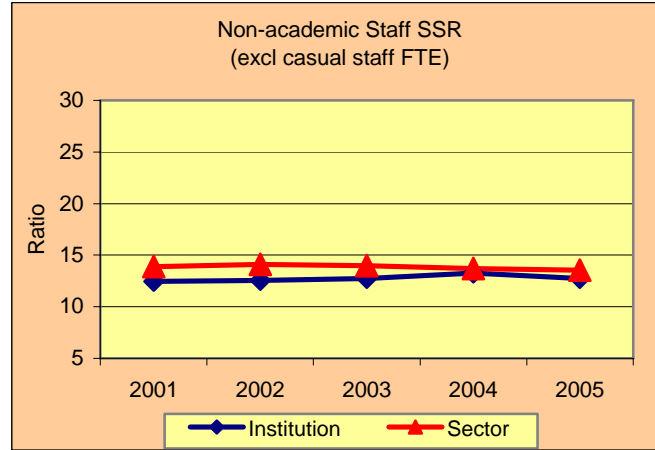
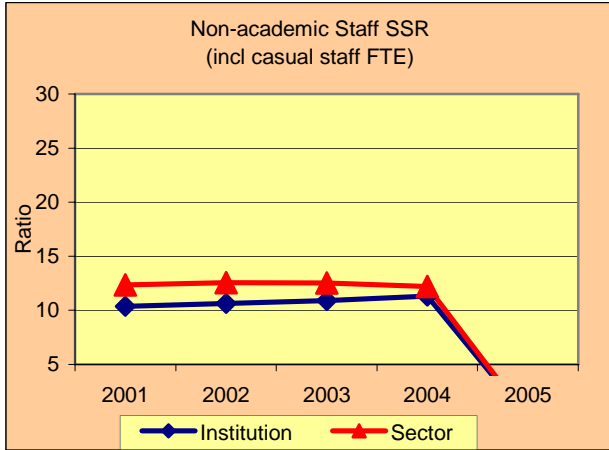


Count 2002	Count 2003	Count 2004	Count 2005	Count 2002	Count 2003	Count 2004	Count 2005
533	523	627	351	9	7	6	0

*Note: data used are TES of commencing domestic students in bachelor degree level or below admitted on basis of successful completion of secondary school or TAFE. Only TES between 30 and 100 are included. Three institutions have not reported any students within this range in 2005. One institution admits students on the basis of examinations or assessments only and will not have recorded TES for their students.

University of Tasmania

Student/Staff Ratios (SSR)



Onshore Student/Non-Academic Staff Ratio						
		2001	2002	2003	2004	2005
Casuals incl*	Institution	10.36	10.64	10.89	11.33	n.a.
	Sector	12.35	12.56	12.53	12.22	n.a.
Casuals excl	Institution	12.47	12.56	12.75	13.26	12.73
	Sector	13.89	14.10	13.98	13.70	13.55

Method

Student: onshore student load (excluding work experience)

Estimates of on-shore student load will exclude students where there are mismatched AOU codes between the Staff & Student files. This will mainly affect students in non-Award courses or courses with Field of Education set to 000000.

Staff: Staff FTE in non-academic classifications

Actual casuals replaces estimated casuals when available.

Onshore Student/Academic Staff Ratio						
		2001	2002	2003	2004	2005
Casuals incl*	Institution	18.39	19.75	20.37	21.27	n.a.
	Sector	18.54	19.29	19.79	19.51	n.a.
Casuals excl	Institution	20.76	22.06	22.88	24.05	22.25
	Sector	23.84	25.04	25.51	25.03	24.89

Method

Student: onshore student load (excluding work experience)

Estimates of on-shore student load will exclude students where there are mismatched AOU codes between the Staff & Student files. This will mainly affect students in non-Award courses or courses with Field of Education set to 000000.

Staff: Teaching Only & Teaching & Research FTE - in AOU's.

2005 Casual estimates not available for academic staff or by AOU's

RESEARCH

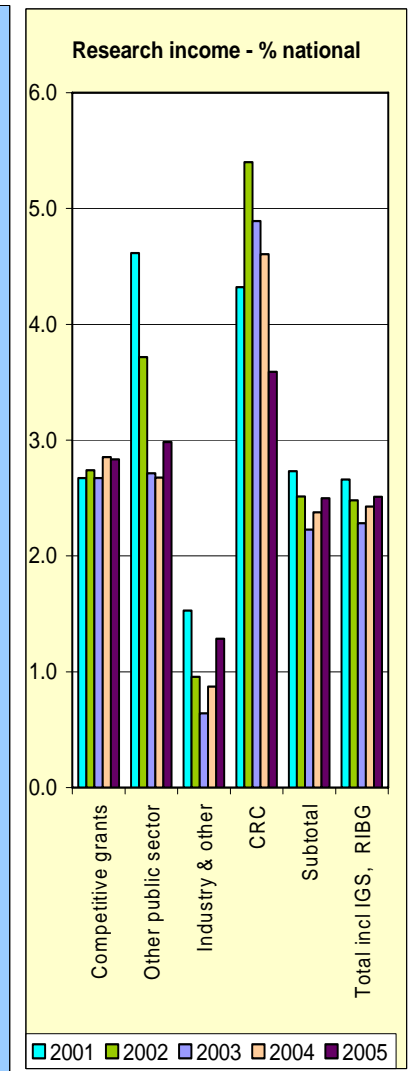
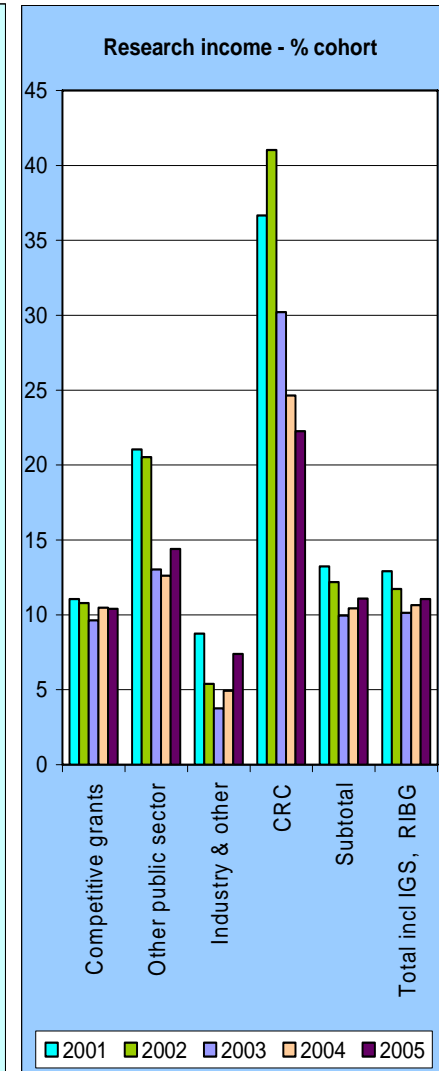
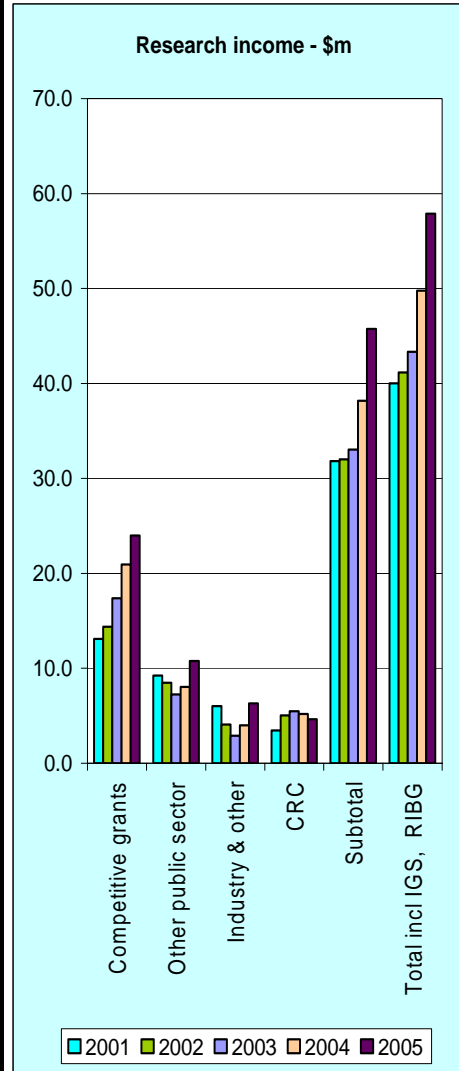
INSTITUTION ASSESSMENT FRAMEWORK

2006

RESEARCH INCOME 1

R1

RESEARCH INCOME					
	2001	2002	2003	2004	2005
Institution \$m					
Competitive grants	13.1	14.4	17.4	20.9	24.0
Other public sector	9.2	8.5	7.3	8.0	10.8
Industry & other	6.0	4.1	2.9	4.0	6.3
CRC	3.5	5.0	5.5	5.2	4.7
Subtotal	31.8	32.0	33.0	38.2	45.7
Total incl IGS, RIBG	40.0	41.2	43.3	49.8	57.9
Cohort \$m					
Competitive grants	118.4	133.3	180.4	199.6	230.9
Other public sector	43.9	41.3	55.8	63.7	74.7
Industry & other	68.9	75.7	77.4	81.0	85.7
CRC	9.4	12.3	18.2	21.1	20.9
Subtotal	240.6	262.6	331.8	365.4	412.2
Total incl IGS, RIBG	309.9	351.1	427.2	467.3	523.3
National \$m					
Competitive grants	490.3	525.5	650.4	733.7	847.3
Other public sector	200.3	228.2	267.9	300.1	360.8
Industry & other	393.9	426.8	454.0	458.6	492.2
CRC	80.1	93.3	112.1	112.9	129.6
Subtotal	1,164.5	1,273.8	1,484.3	1,605.4	1,829.9
Total incl IGS, RIBG	1,503.6	1,659.3	1,899.4	2,050.3	2,303.5
Institution % of cohort					
Competitive grants	11.1	10.8	9.6	10.5	10.4
Other public sector	21.1	20.5	13.0	12.6	14.4
Industry & other	8.7	5.4	3.8	4.9	7.4
CRC	36.7	41.0	30.2	24.6	22.3
Subtotal	13.2	12.2	10.0	10.4	11.1
Total incl IGS, RIBG	12.9	11.7	10.1	10.7	11.1
Institution % of national					
Competitive grants	2.7	2.7	2.7	2.9	2.8
Other public sector	4.6	3.7	2.7	2.7	3.0
Industry & other	1.5	1.0	0.6	0.9	1.3
CRC	4.3	5.4	4.9	4.6	3.6
Subtotal	2.7	2.5	2.2	2.4	2.5
Total incl IGS, RIBG	2.7	2.5	2.3	2.4	2.5



INSTITUTION ASSESSMENT FRAMEWORK

2006

RESEARCH INCOME 2

R2

RESEARCH INCOME RELATIVE TO STAFF AND STUDENT NUMBERS

Source data for calculations

	2001	2002	2003	2004	2005
Staff FTE (RO, T&R)	631	665	675	679	714
HDR students (EFTSL)	640	662	688	723	775
Total research income \$m	40.0	41.2	43.3	49.8	57.9

Research income relative to academic staff numbers
(Income divided by FTE research, teaching and research staff)

	2001	2002	2003	2004	2005
Institution	63,404	61,882	64,200	73,317	81,036
Cohort	58,190	62,150	72,957	75,644	81,638
National	47,926	51,714	57,526	59,894	64,798

INDEX of research income relative to academic staff numbers
(Institution's figure divided by National figure)

	2001	2002	2003	2004	2005
Institution	1.32	1.20	1.12	1.22	1.25
Cohort	1.21	1.20	1.27	1.26	1.26
National	1.00	1.00	1.00	1.00	1.00

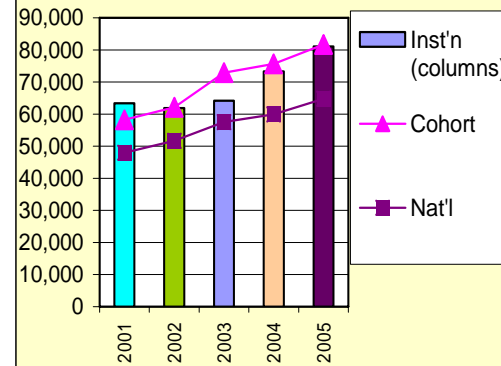
Research income relative to higher degree research student load
(Income divided by HDR EFTSL)

	2001	2002	2003	2004	2005
Institution	62,472	62,154	63,024	68,853	74,657
Cohort	62,321	68,170	77,374	78,139	86,883
National	50,273	54,491	59,900	61,969	69,188

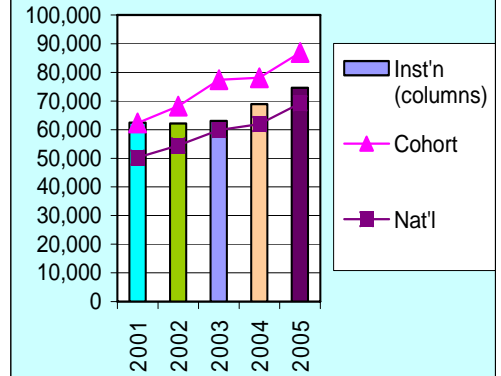
INDEX of research income relative to higher degree research student load
(Institution's figure divided by National figure)

	2001	2002	2003	2004	2005
Institution	1.24	1.14	1.05	1.11	1.08
Cohort	1.24	1.25	1.29	1.26	1.26
National	1.00	1.00	1.00	1.00	1.00

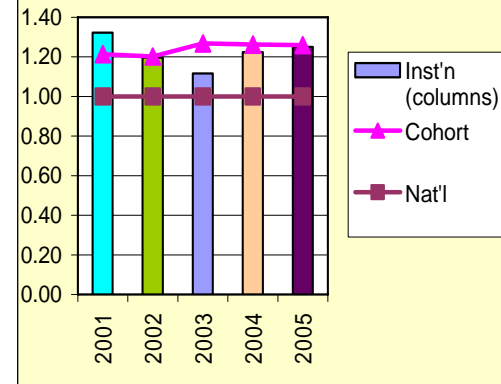
Research income relative to academic staff numbers



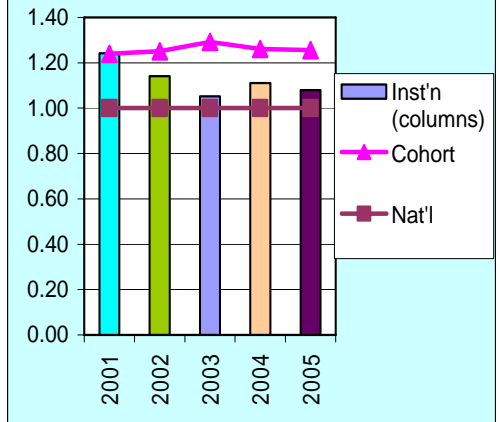
Research income relative to HDR load



Index - income relative to academic staff numbers - institution divided by national



Index - income relative to HDR load - institution divided by national



INSTITUTION ASSESSMENT FRAMEWORK

2006

RESEARCH PUBLICATIONS, RESEARCH INTENSITY

R3

WEIGHTED RESEARCH PUBLICATIONS					
	2001	2002	2003	2004	2005
Research publications - weighted no	685	646	695	768	741
- % of cohort	11.7	10.3	10.1	9.7	8.9
- % of national	2.3	2.0	2.0	1.9	1.7

Research publications are weighted total (unaudited data)

WEIGHTED RESEARCH PUBLICATIONS RELATIVE TO STAFF NUMBERS					
	2001	2002	2003	2004	2005
Staff	631	665	675	679	714
Publications relative to academic staff numbers					
	2001	2002	2003	2004	2005
Institution	1.08	0.97	1.03	1.13	1.04
Cohort	1.10	1.11	1.18	1.28	1.29
National	0.93	0.99	1.06	1.17	1.24

INDEX of research publications relative to academic staff numbers (Institution's figure divided by National figure)					
	2001	2002	2003	2004	2005
Institution	1.16	0.98	0.97	0.97	0.84
Cohort	1.18	1.13	1.11	1.09	1.05
National	1.00	1.00	1.00	1.00	1.00

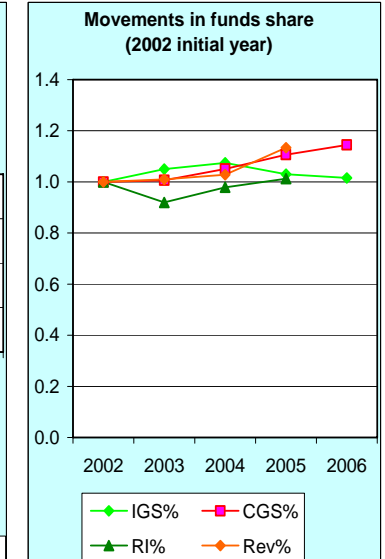
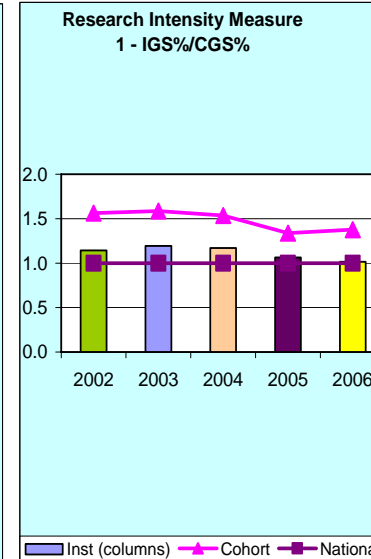
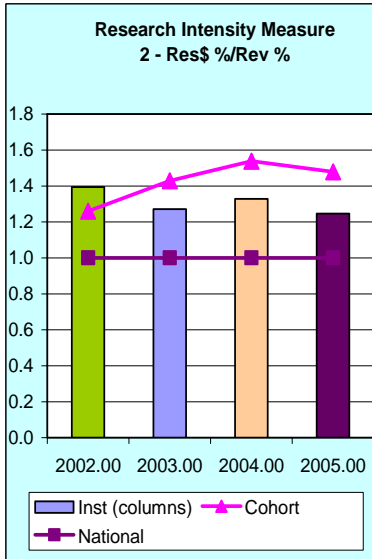
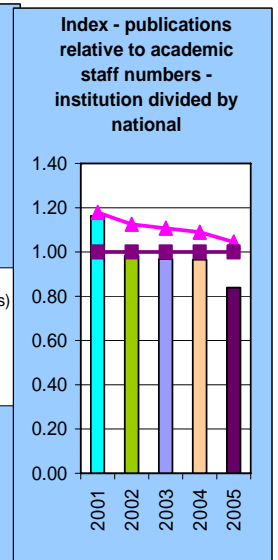
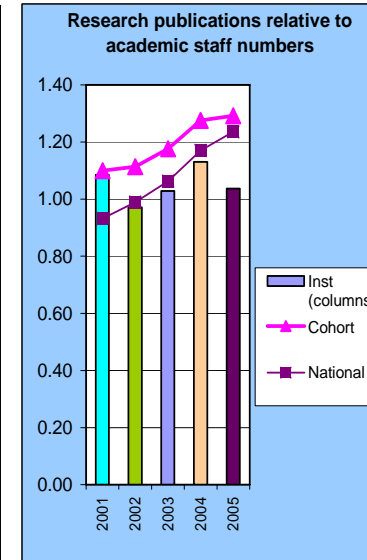
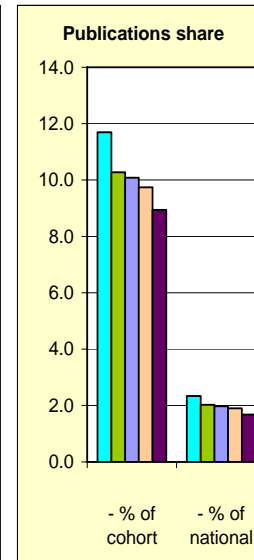
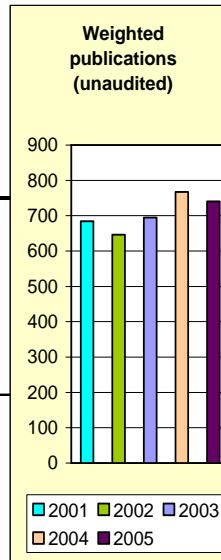
Staff are FTE Research only and Teaching and Research (casual staff not included)
Note that some publications counted are produced by students. It is not possible to disaggregate these from staff publications.

RESEARCH INTENSITY					
Measure 1 - % National IGS Income / % National CGS Funding					
	2002	2003	2004	2005	2006
IGS income as % national	2.41	2.53	2.59	2.48	2.44
CGS income as % national	2.10	2.12	2.21	2.33	2.41
Research intensity value 1 - for institution	1.14	1.19	1.17	1.06	1.01
- for cohort	1.56	1.59	1.54	1.34	1.38
- national	1.00	1.00	1.00	1.00	1.00

Base Operating Grant used instead of CGS for 2002-2004. Institutions not receiving CGS excluded.

Measure 2 - % National Higher Ed Res Income / % National Higher Education Revenue					
	2002.00	2003.00	2004.00	2005.00	2006 na
Research income as % national	2.48	2.28	2.43	2.51	
Revenue as % national HEd revenue	1.78	1.80	1.83	2.02	
Research intensity value 2 - for institution	1.39	1.27	1.33	1.25	
- for cohort	1.26	1.43	1.54	1.48	
- national	1.00	1.00	1.00	1.00	

Institutions not required to report revenue to DEST via Audited Financial Statements excluded.



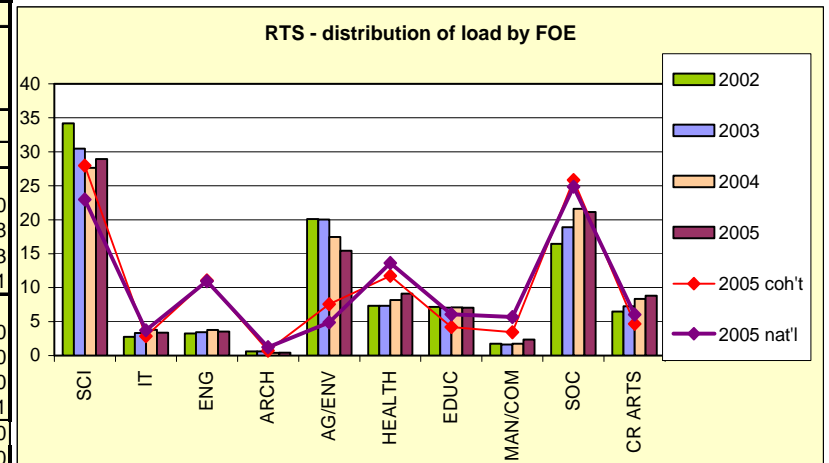
INSTITUTION ASSESSMENT FRAMEWORK

2006

RESEARCH TRAINING 1

R4

RESEARCH TRAINING SCHEME - LOAD BY FIELD OF EDUCATION												
		Nat & Phys Scl	Info Tech	Eng & Rel Tech	Arch & Building	Ag, Envir & Rel St Studies	Health	Education	Man'ment Commerce	Society & Culture	Creative Arts	Total
Abbreviation		SCI	IT	ENG	ARCH	AG/ENV	HEALTH	EDUC	MAN/COM	SOC	CR ARTS	TOTAL
EFTSL at institution	2002	178	14	17	3.11	104	38	37	9	85	34	520
	2003	164	18	18	3.25	108	39	38	9	102	39	538
	2004	172	24	24	2.47	109	51	44	11	135	52	623
	2005	197	23	24	3.00	105	62	48	16	144	60	681
EFTSL as % for institution	2002	34.2	2.8	3.2	0.6	20.1	7.3	7.2	1.7	16.4	6.5	100.0
	2003	30.5	3.3	3.4	0.6	20.0	7.3	7.0	1.6	18.9	7.3	100.0
	2004	27.6	3.8	3.8	0.4	17.5	8.2	7.1	1.7	21.6	8.4	100.0
	2005	28.9	3.4	3.5	0.4	15.4	9.1	7.0	2.3	21.1	8.8	100.1
% for cohort	2005	28.0	2.9	11.1	0.7	7.5	11.8	4.2	3.4	25.8	4.7	100.0
% national	2005	23.0	3.7	10.9	1.2	4.9	13.6	6.1	5.7	24.9	6.0	100.0

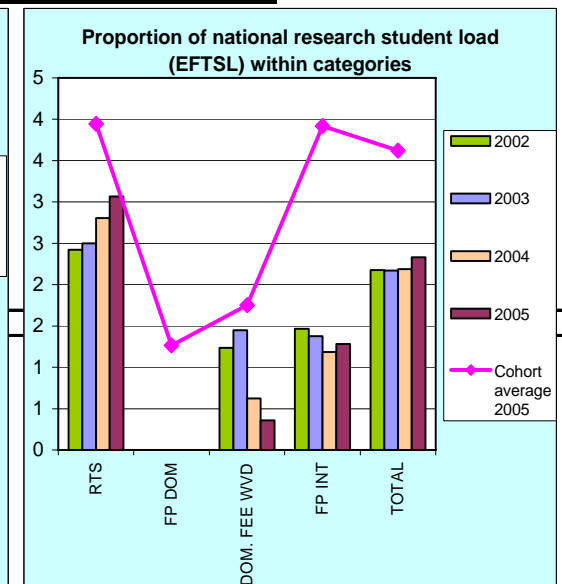
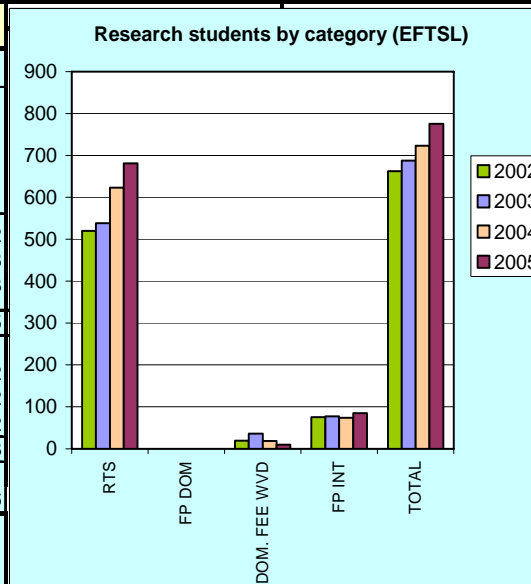


Note: National Student Load Estimates include only Table A providers.

RESEARCH STUDENTS BY CATEGORY							
	RTS	PRE 2005 HECS/CONTRIB. LIABLE	FP DOM	DOM. FEE WVD	FP INT	OTH	TOTAL
EFTSL 2002	520	40	0	19	76	7	662
EFTSL 2003	538	21	0	36	77	15	688
EFTSL 2004	623	0	0	19	74	8	723
EFTSL 2005	681	n.a.	0	10	85	0	775
EFTSL as % national	2002	2.4	3.2	0.0	1.2	1.5	2.2
	2003	2.5	2.7	0.0	1.4	1.4	2.2
	2004	2.8	0.0	0.0	0.6	1.2	2.2
	2005	3.1	n.a.	0.0	0.4	1.3	2.3
Average for cohort 2005	3.9	n.a.	1.3	1.8	3.9	0.0	3.6

Note: Changes to student categories in 2005 will affect these time series and they should be used with caution.

National Student Load Estimates include only Table A providers.



INSTITUTION ASSESSMENT FRAMEWORK

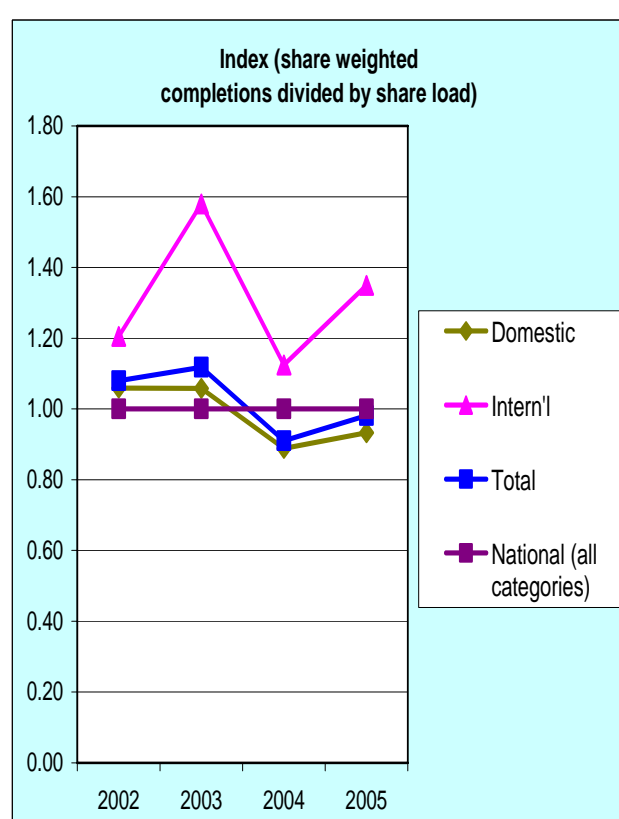
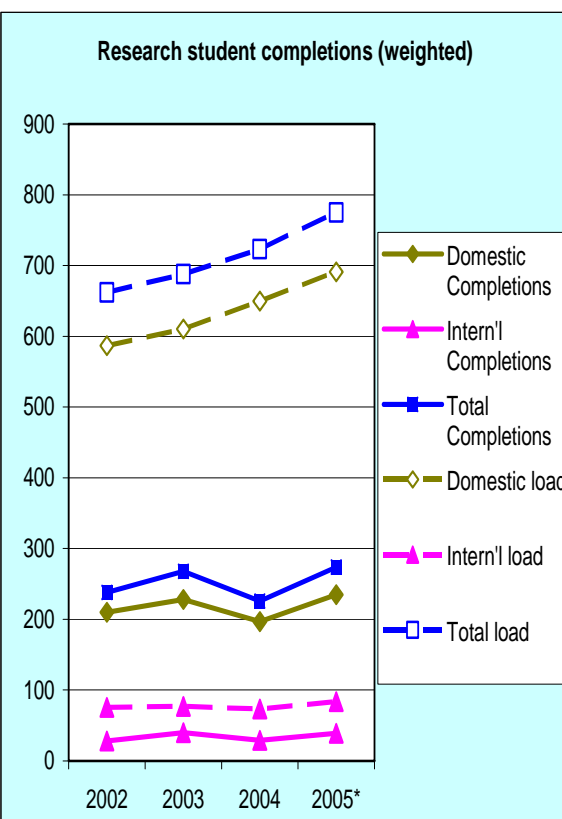
2006

RESEARCH TRAINING 2, OVERALL RESEARCH ASSESSMENT

R5

WEIGHTED RESEARCH STUDENT COMPLETIONS (Masters=1, PhD=2)				
	2002	2003	2004	2005*
Domestic	210	228	197	235
International	28	40	29	39
Total	238	268	226	274
RESEARCH STUDENT LOAD (unweighted)				
	2002	2003	2004	2005
Domestic	587	610	650	691
International	76	77	74	84
Total	662	688	723	775
SHARE OF NATIONAL COMPLETIONS AND LOAD				
	2002	2003	2004	2005
Completions (weighted %)				
Domestic	2.46	2.48	2.15	2.42
International	1.77	2.18	1.33	1.71
Total	2.35	2.43	1.99	2.28
Load (unweighted)				
Domestic	2.32	2.34	2.42	2.59
International	1.47	1.38	1.18	1.27
Total	2.17	2.17	2.19	2.33
Index (completions divided by load)				
Domestic	1.06	1.06	0.89	0.93
International	1.21	1.58	1.12	1.35
Total	1.08	1.12	0.91	0.98

* 2005 Completion data are preliminary and subject to revision.



REQUIREMENTS FOR RECEIPT OF COMMONWEALTH FUNDS

University of Tasmania

2006 Institution Assessment Framework

Requirements for Receipt of Commonwealth Funds Summary

HESA 2003 & Associated Guidelines

Entitlement to Commonwealth Grants Scheme funding increases

National Governance Protocols

Currently being assessed against the National Governance Protocols.

Higher Education Workplace Relations Requirements (HEWRRs)

Currently being assessed against the HEWRRs.

APPENDIX EXPLANATORY NOTES

PERFORMANCE INDICATORS AND STATISTICS USED IN THE INSTITUTION ASSESSMENT FRAMEWORK

ORGANISATIONAL SUSTAINABILITY INDICATORS

Financial Viability

Statement of Financial Performance

Source

The 2005 financial statements were prepared under the Australian equivalents to International Financial Reporting Standards (AIFRS). The audited statements include recast 2004 financial data in the new format (as well as reconciliation to the previous reporting format). For this reason, all analysis uses the 2004 and 2005 financial data from the 2005 financial statements (which were prepared in accordance with the new accounting standards) unless specifically stated otherwise.

Content

Tables and Charts. Shows income received and costs incurred, with net profit or loss, over 2004 and 2005.

Rationale

Examines the trends in the financial performance of universities.

Statement of Financial Position

Source

Audited Financial Statements

Content

Tables and Charts. A statement of total assets, liabilities and equity at the last day of the accounting period for 2004 and 2005. Items are classified according to nature and/or function.

Rationale

Shows whether universities are in a sound financial position.

Statement of Cash Flows

Source

Audited Financial Statements

Content

Tables. Shows inflows and outflows for 2004 and 2005; flows are classified as operating, investing or financing.

Rationale

Compares cash movements between 2004 and 2005.

Risk Analysis

Source

Audited Financial Statements, Capital Asset Management Plans

Content

Tables, chart. Shows the risk factors applicable to key indicators of operating performance, cashflow and capital management, and financial stability and liquidity after comparison with benchmarks.

Rationale

Indicates the aspects of financial performance where institutions are exposed to greater risk.

Definition of Risk Categories in Risk Analysis Table

Ratio	Definition of Risk Category
Revenue Growth or Decline during the period	$(\text{Current year total revenue excluding deferred superannuation} - \text{last year total revenue excluding deferred superannuation}) / \text{last year total revenue excluding deferred superannuation} * 100\%$
Proportion of Total Commonwealth Govt Funding	$(\text{Commonwealth Government Financial Assistance} + \text{HECS+Commonwealth Loan Programmes}) / \text{Total revenue excluding deferred superannuation} * 100\%$
Variance in Total Cwlth Govt Funding from previous period	$(\text{Total Cwlth Govt Funding from current year} - \text{Total Cwlth Govt Funding from last year}) / \text{Total Cwlth Govt Funding from last year} * 100\%$
Ratio	Definition of Risk Category
Proportion of Overseas Student Fees	$\text{Overseas students fees} / \text{total revenue excluding deferred superannuation} * 100\%$
Growth in Revenue from Overseas Student Fees	$(\text{Overseas students fees from current year} - \text{Overseas students fees from last year}) / \text{Overseas students fees from last year} * 100\%$
Cash Flow Adequacy	$(\text{Net operating cash flow} - \text{Loan repayments}) / \text{total revenue excluding deferred superannuation Revenue} * 100\%$
Capital Management - Capital Expenditure/Depreciation	$\text{Capital expenditure} / \text{Depreciation} * 100\%$
Capital Management - Capital Expenditure/Income	$\text{Capital expenditure} / \text{total revenue excluding deferred superannuation} * 100\%$
Liquidity (No. weeks income cash and investments equivalent to)	$(\text{Cash} + \text{Investments}) / (\text{total revenue excluding deferred superannuation} / 52)$
Liquidity (Current Ratio)	$\text{Current Assets} / \text{Current Liabilities}$
Borrowings to Equity Ratio	$[\text{Current Interest-Bearing Liabilities (Borrowings)} + \text{Non-Current Interest-Bearing Liabilities (Borrowings)}] / \text{Equity} * 100\%$
Borrowings for Capital Expenditure	Acquisition of PPE - Repayment of Interest Bearing Liabilities
Debt Service Coverage Ratio	$(\text{Net operating cashflows} + \text{Borrowing Costs}) / (\text{Repayment of Borrowings} + \text{Borrowing Costs})$

Staff Profile

Staff FTE (Full Time Equivalent)

Source

Higher Education Staff Data Collection 2001 to 2005. For 2005 the Casual only data are based on estimates provided for total casual staff.

Content

Table. Staff FTE for years 2001 to 2005 presented by function (teaching, research, teaching & research), by total, and by full-time & fractional full-time, casual and total FTE. Other function includes both non-academic staff and academic staff not classified as teaching, research and teaching and research.

Full Time and Fractional Full Time Only Staff by Broad Function

Source

Higher Education Staff Data Collection 2001 to 2005.

Content

Chart. Full Time and Fractional Full Time only Staff FTE for years 2001 to 2005. Compares proportion of staff with Teaching Only, Research Only and Teaching and Research functions with staff with Other function. Institution compared with national.

Full Time and Fractional Full Time Only Staff Function (excluding "Other")

Source

Higher Education Staff Data Collection 2001 to 2005. Chart of Full Time and Fractional Full Time only Staff FTE for years 2001 to 2005 excluding staff with an "Other" function. "Other" function includes both non-academic staff and academic staff not classified as Research or Teaching & Research. The chart compares the proportions of staff in Teaching Only, Research Only and Teaching and Research functions. Institution is compared with national sector.

Staff Casualisation (excluding "Other")

Source

Higher Education Staff Data Collection 2001 to 2005.

Chart. Full Time and Fractional Full Time only Staff FTE for years 2001 to 2005. Compares proportion of full-time and fractional full-time FTE to casual FTE. Institution compared with national.

Academic Staff Age Profile

Source

Higher Education Staff Data Collection 2001 to 2005. Includes members of staff have a full-time work contract or fractional full-time work contract in respect of their current duties and excludes those whose current duties are classified as in the Non-academic classification level group and those with a function code of "Other".

Content

Table and Chart. Full Time and Fractional Full Time only Staff FTE for years 2001 to 2005. Presents an age breakdown for full-time and fractional full-time staff with an academic classification, excluding academic staff with an "Other" function. Institution compared with national. Age bands presented are <25, 25-34, 35-44, 45-54, 55-64, 65-74, >74.

Academic Staff Level Profile

Source

Higher Education Staff Data Collection 2001 to 2005. Includes members of staff have a full-time work contract or fractional full-time work contract in respect of their current duties and excludes those whose current duties are classified as in the Non-academic classification level group and those with a function code of "Other".

Content

Table and Chart. Full Time and Fractional Full Time only Staff FTE for years 2001 to 2005. Presents a breakdown of current duties (level) for full-time and fractional full-time staff with an academic classification, excluding academic staff with an "Other" function. Data presented in categories of Level D/E, Level C, Level B, and Level A). Institution compared with national.

Academic Staff Qualification

Source

Higher Education Staff Data Collection 2001 to 2005. Includes members of staff have a full-time work contract or fractional full-time work contract in respect of their current duties and excludes those whose current duties are classified as in the Non-academic classification level group and those with a function code of "Other".

Content

Tables and Charts. Full Time and Fractional Full Time only Staff numbers for years 2001 to 2005. Presents a breakdown of highest qualification achieved by full-time and fractional full-time staff with an academic classification, excluding academic staff with an "Other" function. Includes both number of academics with higher degrees as a proportion of all reported qualification data (including unknown) and the number of academic as a proportion of known qualifications. Institution compared with national.

Staff Gender Balance

Source

Higher Education Staff Data Collection 2001 to 2005.

Content

Tables and Charts. Full Time and Fractional Full Time only Staff FTE for years 2001 to 2005. Presents female staff FTE as a proportion of all FTE by current duties classification. Includes both academic, non-academic staff and total. Table includes all classifications, charts presented include Above Senior Lecturer (D/E), Below Lecturer (Level A) and All Staff. Institution compared with national.

Staff Costs

Source

Higher Education Finance Data Collection (based on institutional annual financial statements).

Content

Table and Chart. Presents the total staff benefits as a proportion of total expenditure. Institution compared to national.

ACHIEVEMENTS IN HIGHER EDUCATION PROVISION

STUDENT LOAD

Student Load by Category

Source

Higher Education Student Collection,

Content

Table. Equivalent Full Time Student Load excluding Work Experience in Industry students for 2003 to 2005. Categories Research Training Scheme, Domestic Eligible for CGS (postgraduate coursework, undergraduate, enabling, sub-total), Other Domestic (postgraduate research, postgraduate coursework, undergraduate, non-award, employer reserved, other, sub-total), All Domestic, International Fee Paying (onshore, offshore, sub-total), all students (in all above categories). Changes to student categories in 2005 will affect these time series and they should be used with caution.

Student Load % of Sector

Source

As above

Content

Table and chart. As above but gives load in each category as a percentage of the national load.

International Student Load as % of Institution's Load

Source

As above

Content

Chart. Shows the percentage of the institution's total student load who are international students.

EFTSU against targets

Source

Higher Education Student Collection, Funding Agreement

Content

Table and Charts. For 2000 to 2004, shows how institutions' Commonwealth funded load compares to its undergraduate and overall targets. Institution compared with national.

EQUITY PERFORMANCE INDICATORS

Equity

Source

Higher Education Student Collection,

Content

Tables and Charts. Data for years 2001-2005 for institution, and 2005 only for State and national. Indicators includes Access Rate, Participation Rate, Participation Ratio, and Success Ratio (available for years 2001-2004 only as it is calculated in arrears) in designated equity groups (students with non-English speaking backgrounds; disability; rural; isolated; low socio-economic status overall; low socio-economic status under 25. Retention Ratio is not yet available. Definitions are provided in the Glossary section [Attachment A].

Indigenous

Source

Higher Education Student Collection,

Content

Table and Charts. Data for years 2001-2005. institution compared with State and national. Access Rate, Participation Rate, and Success Ratio (available for years 2001-2004 only as it is calculated in arrears). Retention Ratio is not yet available. Definitions are provided in the Glossary section [Attachment A].

Quality of Outcomes

Course Experience Questionnaire

Source

Graduate Careers Council Course Experience Questionnaire

Content

Tables and charts. Reports 2002, 2003, 2004 and 2005 survey results (2001, 2002, 2003 and 2004 graduates) for Bachelor Pass, Bachelor Honours and Graduate Bachelor.

Survey Response Rates for all graduates in the institution.

Good Teaching Scale– Positive agreement responses (agree & strongly agree) as a proportion of all responses. Where respondents provide information for two majors both responses are included.

Generic Skills Scale - Positive agreement responses (agree & strongly agree) as a proportion of all responses. Where respondents provide information for two majors both responses are included.

Overall Satisfaction Item - Positive agreement responses (agree & strongly agree) as a proportion of all responses. Where respondents provide information for two majors both responses are included.

Data presented by:

Institution (INST) and total.

By Broad Field of Education based on the information provided on course majors by the respondents (CEQMAJ1 and CEQMAJ2).

By Cohort [see attachment B]

Broad Field of Education groupings are similar to those of the ASCED FOE, but Nursing is separated out into a discrete category.

Graduate Destination Survey

Source

Graduate Careers Council Graduate Destination Survey

Content

Tables and charts. Reports 2002, 2003, 2004 and 2005 survey results (2001, 2002, 2003 and 2004 graduates) for Bachelor Pass, Bachelor Honours and Graduate Bachelor who were Australian citizens or permanent residents

Data presented by:

Institution (INST) and total.

By Cohort [see Attachment B].

By Broad Field of Education based on respondents first major (MAJ1). Broad Field groupings are similar to those of the ASCED FOE, but Nursing separated out into a discrete category.

Graduate Full Time Employment

These indicators show the proportion of graduates in full-time employment as a percentage of graduates available for full-time work. These indicators are restricted to employment outcomes of Australian graduates only and are created from a sub group of graduates who were previously full-time students Available for full-time work includes those seeking full-time work and those in full-time work

These estimates differ from published GDS reports as they are based only on graduates who previously studied mainly as full-time students.

Survey estimates are based on bachelor degree graduates only. GDS response rates are for Australian Citizens and Permanent Residents only

Graduate Full Time Study (Further study)

These indicators show the proportion of Australian graduates proceeding to full-time study. As with full-time employment, these indicators refer to Australian Bachelor Honours and Bachelor Pass and Bachelor's Graduate Entry level graduates only. The further full-time study rate is defined as the number of graduates proceeding to full-time study as a percentage of all graduates.

To adjust for extrinsic factors affecting the outcomes of the CEQ and GDS in order to reveal the intrinsic variation between institutions on these scales. Adjusted data used as part of the process for allocating funds from the Learning and Teaching Performance Fund.

Attrition and Progress

Attrition

Source

Higher Education Student Collection

Content

Tables and charts. Bachelors only. 2001, 2002, 2003 and 2004 attrition rates for institution with comparative data for the institutional cohort and the sector as a whole. Attrition is the number of non-continuing students who have not completed their course as a percentage of the number of students in the previous year.

Progress

Source

Higher Education Student Collection

Content

Tables and charts. Bachelors only. 2001, 2002, 2003 and 2004 attrition rates for institution with comparative data for the institutional cohort and the sector as a whole.

Student/Academic Staff Ratio Source

Higher Education Student Collection, Higher Education Staff Collection

Content

Tables and charts. For 2001-2005. Student load excludes offshore and work experience in Industry students. Estimates of on-shore student load exclude students where there are mismatched AOU codes between the Staff & Student files. This will mainly affect students in non-Award courses or courses with Field of Education set to 000000. Staff FTE Teaching and Teaching and Research in Academic Organisational Units. For 2005 the Casual data are based on estimates provided for total casual staff.

Student/Non-Academic Staff Ratio

Source

Higher Education Student Collection, Higher Education Staff Collection

Content

Tables and charts. For 2001-2005. Student load excludes offshore and work experience in Industry students. Estimates of on-shore student load exclude students where there are mismatched AOU codes between the Staff & Student files. This will mainly affect students in non-Award courses or courses with Field of Education set to 000000. Staff FTE in Non-Academic Classifications. For 2005 the Casual data are based on estimates provided for total casual staff.

Tertiary Entrance Scores

Source

Student Collection

Content

Tables and charts. For 2002-2005, students admitted on the basis of successful completion of secondary school or a secondary course at TAFE. Shows 10th, median and 90th percentile scores for institution as a whole and by broad fields of study, compared to State and national scores. Data used are TES of commencing domestic students in bachelor degree level or below admitted on basis of successful completion of secondary school or TAFE. Only TES between 30 and 100 are included. Three institutions have not reported any students within this range in 2005. One institution admits students on the basis of examinations or assessments only and will not have recorded TES for their students.

RESEARCH & RESEARCH TRAINING INDICATORS

Research Income

Source

Income from Competitive Grants, Other Public Sector, Industry and Other, Cooperative Research Centres - Higher Education Research Data Collection. Institutional Grants Scheme, Research Infrastructure Block Grants – Higher Education Triennium Reports.

Content

SHEET R1 – RESEARCH INCOME 1

Table and charts. Research income for 2001-2005, and as a % of the cohort and the national figures.

Research income relative to staff numbers

SHEET R2 – RESEARCH INCOME 2

Source

DEST Triennium Reports, Higher Education Research Data Collection, Higher Education Staff Collection

Content

Table and charts. For 2001-2005, research income (HERDC categories 1-4 plus RQ/ IGS + RIBG) relative to each full-time equivalent full-time and fractional full-time research or teaching and research staff member (casuals not included). Also shown is an index value of the institution's research income relative to staff numbers divided by the national research income relative to national staff members, and the comparable value for the cohort.

Rationale

Research income relative to higher degree by research student load

SHEET R2 – RESEARCH INCOME 2

Source

DEST Triennium Reports, Higher Education Research Data Collection, Higher Education Student Collection

Content

Table and charts. For 2001-2005, research income (as determined above) divided by total research student load. Also shown is an index value of the institution's research income relative to higher degree by research student load divided by the national research income relative to student load and the comparable value for the cohort.

Research publications

SHEET R3 – RESEARCH PUBLICATIONS, RESEARCH INTENSITY

Source

Higher Education Research Data Collection

Content

Table and chart. Weighted unaudited research publications (HERDC categories) 2001-2005, numbers, and as a proportion of the cohort and the national figures.

Research publications relative to staff numbers

SHEET R3 – RESEARCH PUBLICATIONS, RESEARCH INTENSITY

Source

Higher Education Research Data Collection, Higher Education Staff Collection

Content

Table and charts. For 2001-2005 weighted research publications (books weighted 5, other categories 1) divided by full-time equivalent full-time and fractional full-time research or teaching and research staff numbers (casuals not included). Also shown is an index value of the institution's publications relative to staff numbers, divided by the national publications relative to national staff numbers, and the comparable value for the cohort.

Note that some of the publications counted in the HERDC are produced by students – it is not possible to identify these and disaggregate them from this calculation.

Research Intensity – measure 1

SHEET R3 – RESEARCH PUBLICATIONS, RESEARCH INTENSITY

Source

DEST Triennium Reports

Content

Table and charts. For 2002-2006, divides (a) institution's share of national Institutional Grants Scheme (2002-2005) income by (b) its share of national operating grant (2001-2004) or Commonwealth Grant Scheme (2005) income.

Changes to the Operating Grant shares over 2001-2004 have been relatively small but there have been some variations in 2005 arising from the different funding mechanism for the CGS. CGS funding excludes workplace reform and transitional funding but includes national institute funding.

Research Intensity – measure 2

SHEET R3 – RESEARCH PUBLICATIONS, RESEARCH INTENSITY

Source

Higher Education Research Data Collection, DEST Reports, DEST Statistics - Finance

Content

Table and charts. For 2001-2005, divides (a) institution's share of Total Research Income (total reported in the HERDC + RQ/IGS + RIBG) by (b) its share of total higher education revenue as reported in the Financial Statements.

The share of total research income in this table may vary marginally from the figure in Sheet R1 because the research income of institutions which are not included in the DEST Statistics – Finance publication has been excluded from the Research Intensity calculation.

Research Intensity – Movements in funds share

SHEET R3 – RESEARCH PUBLICATIONS, RESEARCH INTENSITY

Source

Higher Education Research Data Collection, DEST Reports, DEST Statistics - Finance

Content

Chart only. For 2002-2006 (measure 1) or 2002-2005 (measure 2) shows movements in the share of each of the components in the research intensity indexes. The share in 2000 for each indicator is shown as 1.

Research Training Scheme – Load by Field of Education

SHEET R4 – RESEARCH TRAINING 1

Source

Higher Education Student Collection

Content

Table (research student load and share) and chart (share only). 2002-2005 research student load and share of the institution's total RTS load in each field. Comparison with cohort and national shares also shown. Changes to student categories in 2005 will affect these time series and they should be used with caution. National Student Load Estimates include only Table A providers.

Research Students by Category

SHEET R4 – RESEARCH TRAINING 1

Source

Higher Education Student Collection

Content

Table and charts. For 2002-2005, shows research student by category. Proportion of national also shown.

Research student load and completions

SHEET R5 – RESEARCH TRAINING 2, OVERALL RESEARCH ASSESSMENT

Source

Higher Education Student Collection

Content

Table and chart. 2002-2005. Higher degree by research student load and higher degree by research student completions, differentiated into domestic, international and total. 2005 Completion data are preliminary and subject to revision. As in the RTS funding formula, PhD completions are given double the weighting of Masters completions to take account of the longer study programme.

Share of national completions and load

SHEET R5 – RESEARCH TRAINING 2, OVERALL RESEARCH ASSESSMENT

Source

Higher Education Student Collection

Content

Table and chart. 2001-2005. The table shows share of national completions (domestic, international, and total), the share of national load in the same categories, and index values derived from dividing the completions share by the load share. The index values are also charted. In calculating completions share, PhDs are given double the weighting of Masters to take account of the longer study programme.

Glossary

Student Load

EQUIVALENT FULL-TIME STUDENT LOAD (EFTSL)

One EFTSL is a measure of the study load, for a year, of a student undertaking a course of study on a full time basis.

Equity Indicators

Equity Groups

Designated equity groups under the Higher Education Equity Support Program include:

- People from low socio-economic status backgrounds;
- People from rural and isolated areas;
- People with a disability; and
- People from non-English speaking backgrounds.

People from low socio-economic status backgrounds:

The socio-economic status of the higher education student population is measured by applying the Australian Bureau of Statistics SEIFA Index of Education and Occupation to the postcodes of students' permanent home address.

People from rural and isolated areas:

Higher education students are defined as rural or isolated if their permanent home address is identified as such according to the Rural, Remote and Metropolitan Areas Classification.

People with a disability:

Higher education students with a disability are defined through self-identification on student enrolment forms. The degree of disability can vary significantly and affect the likelihood of a person with a disability participating in education at all levels. For this reason, people with a profound or severe core-activity limitation are excluded from the reference value.

People from non-English-speaking backgrounds:

Non-English-speaking background students in higher education are defined as domestic students who arrived in Australia within the previous ten years and who come from a home where a language other than English is spoken.

Performance indicators

Equity performance indicators are calculated with respect to equity students within the group of Table A enrolled domestic students who do not have a permanent home address overseas.

The following indicators can be calculated with respect to each equity group defined above:

- Access rate;
- Participation rate;
- Participation ratio;
- Success rate;
- Success ratio;
- Retention rate; and
- Retention ratio.

Access

Access refers to the number of equity group students who commence study in a given year. The *access rate* shows the number of commencing students in each equity group as a percentage of total commencing domestic students.

Participation

Participation refers to the total number of equity group students enrolled. The *participation rate* for a particular group of students is that group's percentage share of all domestic higher education enrolments. The *participation ratio* compares the proportion of equity group students in the student population with the proportion of each equity group's share of the general 15-64 year old population derived from census or other survey data.

Success

Success is a measure of academic performance. The *success rate* is defined as the *student progress rate*, which is the proportion of units passed by equity group students within a given year compared with the total units enrolled. In calculating this indicator, 'total units enrolled' excludes units that will be commenced later in the year, or that are still in the process of completion. The *success ratio* is calculated by dividing equity group students' progress rate by the progress rate of all other domestic students (i.e., students not in that particular equity group). A success ratio of 1.00 indicates that the equity group is performing at the same level as the benchmark population.

Retention

The *retention rate* is defined as the number of domestic equity group students who re-enrol at an institution in a given year, as a proportion of domestic equity group students who were enrolled in the previous year, less those who completed their course. It is a measure of apparent retention at a particular institution as it does not count as retained in the system those students who defer their study or transfer to another university. The *retention ratio* is calculated by dividing domestic equity group students' apparent retention rate by the apparent retention rate of all other domestic students (i.e., students not in that particular equity group). A retention ratio of 1.00 indicates that the equity group is performing at the same level as the benchmark population.

INDIGENOUS PERFORMANCE INDICATORS

Indigenous people:

Persons who identify themselves as being of Aboriginal and/or Torres Strait Islander descent.

Performance indicators

Indigenous performance indicators relate to Indigenous students enrolled at Table A institutions, and include only those Indigenous students whose permanent home address is in Australia. The following performance indicators are used to describe Indigenous student outcomes:

- Access rate;
- Participation rate;
- Success ratio; and
- Retention ratio.

These indicators have the same definitions as the Equity Indicators described above.

In addition, the Participation Rate for Indigenous Parity in Higher Education is used to compare the higher education outcomes of Indigenous Australians with those of the Australian population as a whole.

ATTACHMENT B

Comparative Cohorts used in the 2006 IAF

Australian Technology Network (ATN)	Group of Eight (Go8)
University of Technology, Sydney	The University of Sydney
Royal Melbourne Institute of Technology University	The University of New South Wales
Queensland University of Technology	The University of Melbourne
University of South Australia	Monash University
Curtin University of Technology	The University of Queensland
	The University of Adelaide
	The University of Western Australia
	The Australian National University
Innovative Research Universities (IRU)	New Generation Universities (NGU)
Macquarie University	University of Western Sydney
The University of Newcastle	University of Ballarat
La Trobe University	Victoria University
Griffith University	Central Queensland University
Flinders University	University of the Sunshine Coast
Murdoch University	Edith Cowan University
	University of Canberra
	Australian Catholic University
	Charles Darwin University
Regional - Distance Intensive (RDI)	
Charles Sturt University	Non-aligned
The University of New England	University of Wollongong ***
Deakin University	James Cook University****
University of Southern Queensland	University of Tasmania *****
Southern Cross University	Swinburne University of Technology*
	Australian Maritime College**
	Batchelor Institute of Indigenous Tertiary Education**

* Benchmarked against the ATN universities.

** No comparable institutions in Australia and not benchmarked.

*** Benchmarked against University of Tasmania, Macquarie University, Murdoch University and University of Technology Sydney.

**** Benchmarked against The University of Newcastle, Flinders University, Murdoch University, The University of New England, University of Wollongong, University of Tasmania, and Griffith University.

***** Benchmarked against The Australian National University, The University of Adelaide, The University of Newcastle, The University of Western Australia, and University of Wollongong.