



Charles Sturt
University

National Priorities Industry Linkage
Funding Applications
FAQ

Work-integrated Learning (WIL)
grants to support Universities
engage industry to produce job-
ready graduates

WIL Strategy Team | Division of Learning and Teaching
Charles Sturt University

Charles Sturt University - TEQSA Provider Identification: PRV12018 (Australian University). CRICOS Provider: 00005F.

NPILF Funding Frequently Asked Questions

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Funding Allocation Workflow

Approving Committee	Date (Applications Close)	Application structure	Applicants
Metric 1 and 9, Case Study 1 and 3			
Faculty Executive Dean, Pro Vice Chancellor Learning and Teaching, Academic Lead (Work-integrated Learning) for each faculty.	Application rounds advertised on NPILF website .	Detailed applications must demonstrate alignment with NPILF Metric's and Case Studies, with defined outcomes that will contribute to meeting Metric Targets and Case Study KPIs.	Applicants must have approval from direct supervisor supporting their application.
Metric 8 and Case Study 2			
Executive Director Student Success, Pro Vice Chancellor Learning and Teaching, Academic Lead (Work-integrated Learning).	On going submissions.	As above.	

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Metrics and Case Studies

Charles Sturt has prioritised six metrics and case studies in alignment with the NPILF priorities:

- **Metric 1** - Work-integrated learning
- **Case Study 1** - Work-integrated learning plus for regional communities
- **Metric 8** - Equity groups undertaking core STEM course
- **Case Study 2** - First Nations pathways in Science and Technology
- **Metric 9** - Industry-linked programs, collaboration or partnerships
- **Case Study 3** - AgriPark and Global Digital Farm

Important Application Information

Applications:

- Applications for funding rounds are advertised on the [NPILF webpage](#)
- There is a template in the funding guidelines document that applicants should follow (NPILF Funding application guidelines, page 12)
- All applications will need to have supervisor approval
- All applications are to include a detailed budget with all costs
- Successful applications will need to submit a touchpoint report in December 2023 and a detailed report about project outcomes at the conclusion of the project
- Any funds not allocated in the first round will be available in a second round to be administered in June, 2023
- Applications should align with faculty priorities

Reporting Requirements

Successful applicants will be required to submit a project progress report beginning December 2023, and at the conclusion of the project, no later than December 2024. The progress and final report should report on project outcomes, industry engagement activities, a budget reconciliation, and include any barriers/impediments and what was done to overcome them.

When should successful applications be completed?

All projects, budget reconciliations, and completion reports are to be finalised by 1 December 2023 unless approved. Interim reports are due 1st December 2023.

Available Funding per Metric and Case Study 2023

Faculty Funding:

- Metric 1 Work-integrated Learning - FoSH \$300,000
- Metric 1 Work-integrated Learning - FoAE \$300,000
- Metric 1 Work-integrated Learning - FoBJBS \$300,000
- Case Study -WIL plus for regional communities - FoAE \$250,000
- Case Study -WIL plus for regional communities - FoSH \$250,000
- Case Study -WIL plus for regional communities - FoBJBS \$250,000

All faculties can apply for the following Metric and Case Study, however, must include First Nations Team.

- Metric 8 STEM Skilled/First Nations pathways in science and technology \$350,000
- Case Study -First Nations pathways in Science and Technology \$350,000

All faculties can apply:

- Metric 9 - Industry-linked programs, collaboration or partnerships \$350,000

All faculties can apply in conjunction with AgriPark and Global Digital Farm teams.

- Case Study - Agri Park and Digital Farm \$250,000

Is NPILF funding considered external or internal to Charles Sturt for the successful applicant/s for University RPI?

Funding will be considered Internal for the University RPI as it is allocated internally.

Do you need a separate application to apply for the same project to meet the criteria for different Metrics and or Case Studies?

You can use the same application, but you must clearly demonstrate how the project aligns with meeting each Metric Target.

What is the maximum amount you can apply for?

There is no maximum amount, but you should review the funding allocations. The total funding amount for the first Metric and Case Study is allocated to each Faculty. The second and third metric and case studies funding will come from a pool of funds. Based on the submissions, a panel including the Executive Dean, the Pro Vice Chancellor Learning and Teaching, and the Academic Lead (Work-integrated Learning) will determine the funding allocation distribution for each project. Your project can meet the requirements of more than one Metric and Case study however must fit within the funding allocations and include the appropriate stakeholders (i.e First Nations Team and AgriPark, Global Digital Farm).

What activities are eligible/included for funding in the detailed budget?

You should include a complete budget with all items, including staffing costs, as you must reconcile the project against the budget and approved funding in December 2023 and at the conclusion of the project. Any allocated funds not utilised will be returned to the NPILF budget.

What is the expected length of the proposed project with expected commencement and completion dates?

There is no specified length of time for the projects however all funding requirements for 2023 projects should be finalised by December 2023. Ideally the projects should be sustainable beyond funding. One consideration the panel will consider in approving funding is the ongoing sustainability of each project.

Are there any examples of previous successful projects?

There are no examples available as this is the first time this funding has been available. Please refer to the appendix and the [WIL Community of Practice](#) for some examples of the different Work-integrated Learning (WIL) categories that qualify for the Funding.

Metric 1: Work-integrated Learning

NPILF Priority Area - WIL

To reflect the achievement of increased student participation in WIL and increased duration, the metric will be the annual amount of WIL (exceeding 3 weeks per year) multiplied by the number of students completing WIL.

Note: If a student completes 6 weeks of WIL, this will count as two units.

Metric Target

Increase the amount of student units of WIL of at least 3 weeks duration completed by all students by 10% by the end of the pilot period.

Data Source

The metric aims to increase the base average volume of WIL (authentic, assessable, industry-aligned) completed by students per course to at least 3 weeks in all relevant courses to strengthen the opportunity for students to learn in industry settings. Courses may be excluded if there is no relevant aligned industry. We will focus the metric to specifically align to experiences in regional areas. If a student completes two blocks of 3 weeks WIL, this will count as two units etc.

Rational

This metric will build on our strengths (Charles Sturt University is #1 for graduate employment). Increased student engagement through increased duration of placements in mutually beneficial WIL experiences will strengthen industry and community partnerships, support our regional communities, deliver authentic learning experiences, and advance student careers.

Case Study 1: Work-integrated Learning plus for regional communities

Case study type: Demonstrates best practice

Purpose/ Background

The Work-integrated Learning (WIL) case study will expand our success (Charles Sturt University is #1 for graduate employment) and deliberately extend our WIL approaches to focus on employability outcomes and time spent in industry to the benefit of students and partners, with a deliberate focus on impact in regional communities.

Charles Sturt University has a well-established history of inclusion of placement experiences in industry in course curricula and regards this case study as the means to expand and enhance existing best practice to deliberately enhance industry and student experiences.

To more fully align with the innovation agenda of the Job Ready Graduates Package, the University will undertake a process of enhanced alignment of workplace experiences that evolve in partnership with industry objectives.

Work-integrated Learning plus will leverage and amplify existing placements to develop students' employability capabilities and help communities to grow and flourish through deliberate design of WIL activities that are innovative, informed by industry, embedded across a broad range of geographical areas, interdisciplinary and of increased duration.

Description of the program

This program involves all core WIL stakeholders: University staff, students, and industry/community partners in the target regions of Charles Sturt communities to develop mutually beneficial WIL activities.

The case study will involve a number of project activities to enhance and drive best practice including:

- Review of current WIL activities for degree of inclusion of purposeful, authentic and assessable outcomes aligned to employability.
- Review and expansion of WIL activities involving our target regional communities that have explicitly stated tangible outcomes aligned to industry priorities. Examples of tangible outcomes for industry/community could include student contribution to provision of a service gap, development of a product (e.g. information brochure), and contribution to quality assurance/improvement activities.
- Development of a register of exemplars of good practice detailing assessable, mutually beneficial WIL activities.
- Collaborative training in the development of best practice WIL and industry engagement for staff supporting WIL.

Desired overall Impact

This case study aims to impact the quality and relevance of the WIL experience at Charles Sturt for students and industry partners. It will also impact the careers of our students and drive regional prosperity outcomes. Through provision of innovative, mutually beneficial WIL experiences, we aim to strengthen university and industry/community partnerships, contribute to vibrant regional communities and enhance student experience and graduate employment outcomes.

Benefits to, and impact on, industry

Regional industries have the potential to benefit from participation in WIL. Industry/community will potentially benefit from provision of services that fill identifiable gaps or contribute to product development, links to potential graduates, and address workforce issues.

Industry/community will be required to contribute to co-development of WIL activities that meet their needs, supervise students while undertaking WIL activities and provide feedback to the University on their experience of the WIL activities and the degree to which their expectations were met.

Benefits to students

Work-integrated Learning, (including work placements) is a key priority for improving student experience and enhancing industry/community connections that open graduate employment opportunities. Students will have opportunities to engage in authentic learning experiences that enable integration of learning from multiple sources in order to appreciate the holistic complexity of work, experience actual workplaces and learn ways of embodying work practice, develop resilience and coping strategies, and trial practice in real settings. Students will also develop knowledge, skills and qualities required for successful life and work, such as transferable communication, creative and reflective thinking skills, capacity for critical self-appraisal and development, and the agency to change and improve practice.

Benefits to Institution

Reputational benefits through provision of high-quality courses with embedded innovative WIL experiences that advance student careers and promote regional prosperity.

Strengthened links with regional communities and industries through development of courses better aligned with emerging industry and community needs will open up more WIL opportunities. Increased WIL opportunities can increase student enrolment in courses where enrolments are limited by WIL opportunities.

Engagement with embedded WIL activities will improve student satisfaction scores and improve graduate employability through the development of a broad range of capabilities for work, including a stronger sense of civic responsibility.

Key performance indicators

1. Increased and sustained WIL partnerships involving regional industries.
2. Enhanced student experience outcomes
3. Enhanced industry partner outcomes (NPS, graduate recruitment and sustained relationships).

Metric 8: Equity groups undertaking 'core' STEM courses

NPILF Priority Area – STEM Skilled

Metric Target

Increase the number of First Nations Peoples undertaking 'core' STEM courses by 25% by the end of the three-year cycle.

Data Source

The data source for the metric will be the enrolment of students in courses aligned against FOE 01, 02, 03, 05. The data source of interest will be the number of students at HECS census date. The data source will focus on the number of students as an absolute measure of impact. Performance against this metric will also collect related measures of performance to better understand the pipeline and pathways, such as the number of students participating in access programs, applying, enrolling, and completing their first year

Rationale

The rationale for this metric is that it aligns with the Vision and Purpose of the University and especially the Social Responsibility strategic focus. Charles Sturt currently has the highest First Nations enrolment of all Australian universities but recognises the currently very low level of participation in STEM by First Nations students.

The baseline data for the number of students enrolled in courses is for the selected FOEs – total is 123 including 47 in FOE 01, 35 in FOE 02, 4 in FOE 03 and 37 in FOE 05 for 38 courses. Charles Sturt would like to include in this metric 05 given the particular regional need of foundational sciences in these areas, including Agricultural and Environmental Sciences and the current deficits of enrolments in these fields. The current proportion of First Nations representation in these course areas is 1.7% of the Charles Sturt University load.

Case Study 2: First Nations pathways in Science and Technology

Case Study Type: Best practice

Purpose/background

A customised approach to supporting access to higher education for First Nations Peoples is being implemented at Charles Sturt University through a suite of 'First Nations Pathways' initiatives, and in this case study a specific initiative, 'First Nations Pathways in Science and Technology'. The case study will report on an end to end student journey from a First Nations perspective, supported by student insight data (quantitative and qualitative), and drawing on high-impact external collaboration. First Nations Pathways are tailored to Aboriginal and Torres Strait Islander audiences/networks, with specific messaging about career opportunities, connection to cultures, knowledges and identity, stories of First Nations leaders in their field, and clear communication about entry points and transition points across an education/career pathway.

Description of the program

The initiative will be a collaboration between the First Nations Student Success team with Faculty and Schools, the School of Indigenous Australian Studies, the Participation and Pathways and Marketing teams, and external partners to target the specific course areas.

This will involve development of a customised access program, aspiration building materials and culturally customised pathways maps and MOUs with relevant external stakeholders and partners. From mid-2022, the University will implement access programs, tailored aspects of online engagement strategies, and collaboration with internal Schools to tailor key points in student journey. In 2022-24, the rolling implementation of participation in access and engagement activities, offers into relevant degrees, enrolments and student access of First Nations support services will occur.

Benefits to, and impact on, industry

A wide range of employers are increasingly seeking to expand their First Nations workforce, either as part of a Reconciliation Action Plan, or a commitment in organisational strategic plans, Indigenous Procurement Policies, or wider frameworks that are aimed at improving opportunities for First Nations Peoples and communities.

Culturally relevant engagement and access opportunities can offer an avenue for employers, peak bodies and other relevant stakeholders to reach out to First Nations Peoples to play a part in aspiration building, to establish rapport and relationships, and to offer ongoing support over an educational pathway.

Examples of industry engagement could include:

- a presence in residential access programs in which First Nations participants explore opportunities in a culturally safe environment, participate in testing activities and potentially receive an early offer into a degree
- hosting placements or internships
- joining online Connect sessions with First Nations students enrolled in relevant degrees, and
- engaging with students and graduates to promote and support employment pathways

Benefits to students

A culturally safe and welcoming opportunity to learn about science related study and career pathways. Prospective First Nations students will benefit from holistic and supported avenues to find out more about science and technology opportunities, which are underpinned by relationships with First Nations staff and fellow First Nations participants. Enrolled First Nations students will benefit from customised support through First Nations Student Connect services.

Current relevant research work, such as landscape management through cultural burning, will be communicated through access and engagement activities to assist in understanding long-term pathways and wider connections to First Nations knowledge and cultural practices.

Benefits to Institution

'First Nations Pathways in Science and Technology' will provide a tangible engagement point for the University to strengthen relationships with schools, TAFE NSW and communities in the context of Indigenous priorities. The initiative will support growth in Indigenous enrolments in a range of degrees and will provide an opportunity for the University to partner in a meaningful way with industry stakeholders who have identified priorities relating to First Nations engagement and workforce development.

Key performance indicators

The overall data to evaluate this case study will be a combination of:

1. Increased enrolments by First Nations Peoples in relevant degrees, such as Environmental Science and Management, Information Technology, Computer Science and Cyber Security.
2. First Nations student feedback and attendance gathering through First Nations Student Connect channels.
3. The success in this area can be supported by drawing on the best practice equity data for students led by the National Centre for Student Equity in Higher Education.

Metric 9: Industry-linked programs, collaboration or partnerships

NPILF Priority Area – Industry Partnerships

Metric Target

The current accumulated count of industry partnerships that meet the requirement of mutually agreed potentially beneficial (non-WIL) partnerships is raised by 50% by the end of the pilot period.

Data Source

The data for this metric will be drawn from a Charles Sturt University database of industry relationships. For the purpose of this metric, we will define an industry partnership as per the NPILF as inclusive of business, government, NGOs and the community sector. Each engagement will be counted when an MOU or agreement is established reflecting a university-industry engagement and specifically documenting the purpose of the partnership is for teaching, learning (not WIL) and research for the mutually beneficial exchange of knowledge and resources.

Rationale

The rationale for selecting this metric is that it aligns to the strategic intent of the University to engage with its communities and to provide an opportunity for mutual engagement in the prosperity of the University, industry and the regions. The University has been actively engaged in creating impact in communities from its campuses by strengthening the engagement with industry. The approach to the development of these partnerships is to pursue collaborative outcomes of mutual benefit. At present Charles Sturt has identified 13 MOU/partnership agreements that have been purposely established to improve links with industry. In the process of developing this metric we will review the data reporting capability.

Case Study 3: AgriPark and the Global Digital Farm – a Riverina Hub for innovative excellence in Agriculture, Water and the Environment

Case Study Type: Innovation

Purpose/background

Charles Sturt University has been leading the establishment of an innovation precinct located on the Wagga Wagga campus. The AgriPark (<https://agripark.csu.edu.au/>) precinct includes industry tenancies, the development of the Global Digital Farm and the delivery of the Drought Hub under a consolidated vision of leadership in the field of Agriculture, Water and the Environment. The vision is a place-based innovation precinct with seamless interaction between Charles Sturt and co-located industries.

This case study has as its focus the explicit goals of Charles Sturt in evaluating the impact of the precinct development on mutually beneficial relationships between students, industry, and the University. The short-term goals are to increase:

- industry/community engagement with student program design and delivery
- students' sense of connectedness to peer, industry, and community, and
- participation in research projects

With the long-term goals of:

- enhancing students' professional skills, abilities, and self-confidence necessary to attain and succeed in opportunities within the agricultural industry
- Improving graduate outcomes, including knowledge of employability skills needed by industry and the ability to transition into professional practice
- investing in co-funded research, and
- co-designing courses, especially the development of micro-credentials and skill enhancements aligned to industry

Description of the program

This case study will report on the achievements of the AgriPark as an exemplar of an innovation hub for the positive relationships for industry, students and the University.

The initiative will be led by a collaboration between the AgriPark project team, tenants, and Charles Sturt Faculty of Science and Health to design the links for research and education. The project will be the conduct of interactive sessions to systematically implement the specific projects enabled by the precinct. The specific projects are expected to evolve over the pilot period and may include activities such as learning resource development. This could comprise of guest lectures, purposeful work-oriented visits, student projects, joint research teams, co-funding of positions and industry specific cadetships

Desired overall impact

Foster and nurture relationships for and with industry partners to build authentic, mutually beneficial partnerships with industry

Benefits to, and impact on, industry

Benefits will include an increase in graduate job-readiness and professional capability and an increase in industry staff and collegial development from association with Faculty. The initiative will also result in collaboration between industry and a university to progress requirements of industry and solve problems and co-location with like-minded industries within an actively facilitated environment to support interaction. Benefits will also include the development of graduates who will be able to meet employers' expectations and address current workforce issues. Ultimately improving workforce capacity and economic and social prosperity for the industry and the wider sector.

Benefits to students

Students will have the opportunity to make connections with industry partners on campus for study and work opportunities. Students will be exposed to industry activity while on campus and will be able to experience a vibrant precinct. Outcomes of improved preparation for work and future employment opportunities can be achieved.

Benefits to Institution

Faculty staff will be able to develop collegial research and education opportunities and have input into teaching and the co-creation of courses. There is also potential for developing co-investment in research and income from industry engagement.

Key performance indicators

1. The participation of industry staff in educational and research projects
2. Students spending time with industry partners
3. The number of collaborative partner activities

Application Template

Applicant Details:

Contact Details:

Supervisor Approval:

Total Funding Amount Requested:

Metric/Case Study:

Project description:

(Please use as much space as required)

How will project meet identified Metric Target/Case Study KPI's:

(Should clearly demonstrate how will met each metric target / individual case study KPI)

Detailed Budget:

Appendix 1. Key Terms*

**Taken from NPILF Guidance document*

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

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

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

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

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

1. WORK-INTEGRATED LEARNING

**Institutional data*

Objective

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

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

Definition/data requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. EQUITY GROUPS UNDERTAKING 'CORE' STEM COURSES

**Government data (HEIMS)*

Objective

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

Definition/data requirements

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

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

ASCED included under 'core' STEM are:

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

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

9. INDUSTRY-LINKED PROGRAMS, COLLABORATION OR PARTNERSHIPS

**Institutional data*

Objective

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

Definition/data requirements

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

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

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

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

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