STRONG TO GREAT THROUGH ENGAGEMENT
OUR STORY. OUR JOURNEY. OUR FUTURE.

BE WHAT YOU WANT TO BE
cqu.edu.au
Published by CQUUniversity Australia (July 2015). The information in this publication was correct at time of printing however is subject to change.

The regions described in this guide have been determined by CQUUniversity using a combination of post code and local government area demarcation. The region demographics have been sourced from the Australian Bureau of Statistics (2011 Census, 2012 Land Area and 2014 Preliminary Population to 30 June) and from all the population experts’ National Economic Indicators for Local Government Areas 2013/2014. Images have been sourced from Tourism Australia, Tourism and Events Queensland, Queensland Sugar Limited, and Isaac Regional Council. CQUUniversity staff and alumni data is based on 2014 totals. Vocational Education and Training (VET) student and staff statistics, including teacher data, includes Train@CQUUniversity.

Student numbers are based on a 2014 head count and include both degree and vocational students. Study mode figures, when added together, may be higher than the total student count. This occurs because students may be enrolled in more than one study mode. Distance education students are allocated to a region based on a post code demarcation determined by CQUUniversity.

CQUUniversity and the Australian Government want international students in Australia to have a safe, enjoyable and rewarding place to study. Australia’s laws promote quality education and consumer protection for international students. These laws are known as the ESOS framework. CQUUniversity recognises that its campuses are situated on Country for which Aboriginal people have been custodians for many centuries. In acknowledging this, the University pays its respects to the Elders, past, present and future, for they hold the memories, the traditions, the cultures and hopes of Indigenous Australia.

For further information, visit www.cqu.edu.au/esos.
CRICOS Provider Code: 00219C.
P_BK_150214
CQUniversity has been on a phenomenal trajectory since 2009. Our remarkable growth in student numbers, new courses, new campuses, new infrastructure and growing reputation has seen CQUniversity emerge as one of Australia’s truly great universities.

CQUniversity has now firmly established itself as the largest university based in Regional Australia, the only comprehensive university in Queensland, a renowned research institution in key industries, and the benchmark leader for how universities should engage with their communities. Our record of achievement over the past five years is matched only by the ambitious aspirations we have set ourselves over the coming five years, with a continued expansion of student impact, research accomplishment and community engagement firmly in our sights.

But we have not been able to achieve this on our own. It is our communities that guide us, influence us, inspire us – and quite often push us – to succeed. We take engagement with our communities seriously; it underpins our every success and determines our every move. And perhaps the most amazing thing about our University is the diversity and vibrancy of the communities we serve. We have students and campuses from Cairns to Karratha, and from Melbourne to Mackay. We are just as comfortable working with the farming community of Charters Towers as we are working with the business community of Sydney. And we strive to give our students in Bundaberg the same opportunities and experiences as our students in Brisbane.

CQUniversity is a truly unique University, and I hope this publication helps you to appreciate the remarkable role we play in some of the most diverse regions of Australia.

Prof Scott Bowman
Vice-Chancellor and President
CQUniversity Australia
OUR ORGANISATIONAL STRUCTURE

VICE-CHANCELLOR AND PRESIDENT’S DIVISION

Prof Scott Bowman, Vice-Chancellor and President
  » Senior Executive Team
  » Vice-Chancellor and President’s Office
    » Communications and Government Relations
    » Audit and Advisory
    » Ombudsman
    » Art Collection
Comprising the Vice-Chancellor, together with senior advisory personnel, the Vice-Chancellor and President’s Office provides leadership and drives the strategic planning, finance and external affairs of the University across its growing network of campus and teaching locations in Australia. The Vice-Chancellor and President reports to, and advises, the University Council, and represents the University to government, industry, the wider community and internationally.

HIGHER EDUCATION DIVISION

Prof Hilary Winchester, Provost
  » School of Business and Law
  » School of Engineering and Technology
  » School of Medical and Applied Sciences
  » School of Nursing and Midwifery
  » School of Education and The Arts
  » School of Human, Health and Social Sciences
  » Learning and Teaching
  » Research Office
  » Office of Indigenous Engagement

The Higher Education Division drives the University’s academic and research strategic and operational agendas. The Division’s mission is to grow engaged research and improve the quality of teaching and learning across the University, with a particular focus on quality and inclusive education to maximise student success, research-led teaching, and fostering a research culture.

STUDENT EXPERIENCE AND GOVERNANCE DIVISION

Ms Jenny Roberts, Deputy Vice-Chancellor (Student Experience and Governance)
  » Student Experience
  » Governance
  » Student Residences
  » University Council Secretariat

The Student Experience and Governance Division is responsible for the processes of governance within the University, as well as overseeing the student journey from admission and enrolment through to graduation. With a strong focus on ensuring a positive student experience for all students, the Division provides a student advisory service, participation and wellbeing support and student governance.

INDUSTRY, VOCATIONAL TRAINING AND ACCESS EDUCATION DIVISION

Mr Nik Babovic, Deputy Vice-Chancellor (Industry and Vocational Education and Training)
  » Business Development and Industry Engagement
  » Business Performance
  » Train@ CQUniversity
  » Academic Learning Services Unit
  » TAFE Directorate
    » School of Vocational Business and Humanities
    » School of Vocational Engineering and Trades

The Industry, Vocational Training and Access Education Division makes a strong contribution to the growth and sustainability of the University through the inclusion of the former CQ TAFE operations into the Division’s TAFE Directorate. With the University now providing a full range of post-secondary offerings from Certificate 1 through to PhD, the Division plays a pivotal role in engaging with secondary schools, industry and the wider community through the Vocational Education and Training (VET) in Schools (VETiS) program, articulations and pathways, and the development of VET research.
INTERNATIONAL AND SERVICES DIVISION

Mr Alastair Dawson
Deputy Vice-Chancellor (International and Services)

» International
» Facilities Management
  » Retail Operations Bookshop
  » Community Sports Centre
» People and Culture
» Marketing
» Information and Technology
  » Library Services

The International and Services Division is responsible for oversight and strategic management of the facilities and services which support the overall operations of the University. Through the International portfolio, the Division also oversees management of the University’s global operations including recruitment, delivery of programs, compliance, and government relations through embassies across the globe.

ENGAGEMENT AND CAMPUSES DIVISION

Prof Pierre Viljoen
Deputy Vice-Chancellor (Engagement, Campuses and Mackay-Whitsunday Region)

» Associate Vice-Chancellor Team
» Mackay-Whitsunday Region
» Engagement
» Development and Alumni Relations Directorate

The Engagement and Campuses Division is responsible for providing leadership and strategic advice to support engagement at CQUniversity in its ultimate aim to become Australia’s most engaged university. The Division is also responsible for leadership of the University’s regionalised structure and plays a fundamental role in working collaboratively across the organisation to link the academic and operational functions that are critical from a Region perspective.

FINANCIAL SERVICES DIVISION

Ms Narelle Pearse
Deputy Vice-Chancellor (Finance and Planning)

» Corporate Accounts
» Corporate Budget
» Corporate Reporting, Risk and Planning

The Financial Services Division is responsible for the University’s planning and financial management including risk management. The Division has numerous internal reporting obligations to Council and Committees and external reporting obligations to the State and Federal Governments.
A BRIEF HISTORY

1889 Technical College Sub-Committee, Rockhampton
1890 Technical College, Rockhampton
1892 Mackay School of Arts

1889 CQ TAFE
1890 Bundaberg campus
1892 Emerald campus

1986 Canning Street campus, Rockhampton
1987 Central Highlands College, Emerald
1988 Dean Street campus, Rockhampton
1989 Calide-Dawson Annexe campus, Biloela
1989 University College of Central Queensland
1990 University College of Central Queensland
1991 Full University status
1992 Central Queensland Institute of TAFE (CQIT) (Rockhampton, Mackay, Gladstone and Central Highlands Colleges)
1993 Longreach and Barcaldine Annexe campuses
1994 Central Queensland Conservatorium of Music

1994 Sydney International campus (partnership with C-Management Services (C-MS))
1994 Central Queensland University
1996 Melbourne campus
1997 Brisbane campus
1998 Gold Coast campus
2001 Noosa campus
AT A GLANCE

GROWTH

39% Domestic student growth since 2009.

35 000 + Students
1 800+ Staff

Invested into capital works infrastructure projects since 2009.

$200 M+

RESEARCH

‘WELL ABOVE WORLD CLASS’

Awarded highest possible ranking by Commonwealth Government in Medical and Health Sciences, Agriculture and Applied Mathematics.

Research Higher Degree student load increased by 25% since 2010 (sector average 8.6%).

$45 M+

Competitive research income since 2009.

TEACHING AND LEARNING

180+

Vocational courses on offer with over 30 new Vocational courses introduced since 2014 merger with CQ TAFE.

150+

Undergraduate and postgraduate degree courses with over 70 new/revised degree courses introduced in the past 3 years.

One of the leading providers of Distance Education in Australia.
77 000 Registered alumni based worldwide with 5,200 grads in 2014 alone.

CQU's graduates had an overall full-time employment rate of 79.8% in 2013, national average just 68.1% (Graduate Careers Australia).

79.8% EMPLOYMENT RATE

HIGHEST IN SECTOR!
Rural/regional degree student rates. 7500+ students, or 65% of domestic load.

HIGHEST IN SECTOR!
Low SES student participation. 50% of domestic load.

2ND HIGHEST IN SECTOR!
First-in-family degree participation. 5000 students, or 67% of domestic load.

INTERNATIONALISATION

36 000 + International alumni

Approx. 4,500 international students

worth approx. $200M to Australian economy.

from over 70 different countries
With more than 20 locations and 30,000 students, CQUniversity has one of the largest and fastest growing footprints of any university in Australia, with plans to open more locations in the future. CQUniversity is one of the nation’s most inclusive and, following its merger with CQ TAFE in 2014, has become a more comprehensive university, offering programs and courses ranging from certificate through to doctorate level.

To effectively manage the University’s complex and diverse operations on its journey to greatness and beyond, the Regional Leadership and Campus Integration Model was developed. Implemented at the same time as the 2014 merger, the Model is designed specifically around dispersed leadership and a strong collaborative approach, and as such, wouldn’t succeed without ongoing support from all staff across all levels of the University.

In applying an effective regionalised structure to CQUniversity’s operations, 12 Regions have been created across the University’s footprint. These Regions are made up of a combination of one or more campuses, study centres, or hubs, and are each unique in their own way.

Each Region plays a critical role in contributing to the growth, development and sustainability of the University, and through this structure is able to assist in achieving university-wide strategic and operational objectives, while maximising ‘local’ opportunities and ensuring a positive and collaborative culture across all locations.

In the following pages we hope to capture the distinct character of our Regions, as we start to map out their geographic profiles and build a better understanding of the University’s presence and plans within each one.

REGIONAL LEADERSHIP AND CAMPUS INTEGRATION

As a result of implementing the Regional Leadership and Campus Integration Model, Associate Vice-Chancellors are responsible for:

» overseeing several ‘geographically-close’ operations (a Region) as appropriate, with four key focus areas as follows:
  » engagement (internal and external)
  » student experience
  » staff culture
  » growth (business and infrastructure)

» developing a unique strategy for their region which is aligned with and endorsed by the relevant stakeholders and approved through the University’s formal strategy and planning processes

» maintaining linkages with the University Council member/s aligned to their region

» establishing and maintaining the following leadership and management structures (under formalised terms of reference), in collaboration with the relevant senior leaders and other stakeholders as appropriate:
  » an academic growth and development team
  » an operational leadership team
  » a campus life committee
  » an occupational health and safety advisory committee
  » a region engagement committee

» developing region/campus identity through geographically-appropriate research and teaching strategies, in collaboration with the relevant senior leaders and other stakeholders as appropriate.
ENGAGE WITH US

If you would like to obtain further information about any one of our regions, or discuss opportunities for us to engage, our door is always open. We encourage you to make contact with any one of our Associate Vice-Chancellors detailed below.

CAIRNS AND FAR NORTH QUEENSLAND REGION
Ms Jodie Duignan-George
Associate Vice-Chancellor (Cairns and Far North Queensland Region)
Email: j.duignan-george@cqu.edu.au
Phone: +61 7 4031 2738

CENTRAL HIGHLANDS REGION
Mr Brad Stallard
Associate Vice-Chancellor (Central Highlands Region)
Email: b.stallard@cqu.edu.au
Phone: +61 7 4980 4166

GLADSTONE REGION
Prof Owen Nevin
Associate Vice-Chancellor (Gladstone Region)
Email: o.nevin@cqu.edu.au
Phone: +61 7 4970 7625

MACKAY–WHITSUNDAY REGION
Prof Pierre Viljoen
Deputy Vice-Chancellor (Engagement, Campuses and Mackay-Whitsunday Region)
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Phone: +61 7 4940 7404

NEW SOUTH WALES REGION
Mr Steven Holliday
Associate Vice-Chancellor (New South Wales Region)
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Phone: +61 2 9324 5767

ROCKHAMPTON REGION
Ms Kim Harrington
Associate Vice-Chancellor (Rockhampton Region)
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Phone: +61 7 4923 2036

SOUTH AUSTRALIA REGION
Prof Drew Dawson
Associate Vice-Chancellor (South Australia Region)
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Phone: +61 8 8378 4507

SOUTH EAST QUEENSLAND REGION
Mr Graham Black
Associate Vice-Chancellor (South East Queensland Region)
Email: g.black@cqu.edu.au
Phone: +61 7 3295 1101

TOWNSVILLE AND NORTH WEST QUEENSLAND REGION
Ms Kari Arbouin
Associate Vice-Chancellor (Townsville and North West Queensland Region)
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Phone: +61 7 4726 5314

VICTORIA REGION
Ms Lara Carton
Associate Vice-Chancellor (Victoria Region)
Email: l.carton@cqu.edu.au
Phone: +61 3 8662 0524

WESTERN AUSTRALIA REGION
Prof Trevor Davison
Associate Vice-Chancellor (Western Australia Region)
Email: t.davison@cqu.edu.au
Phone: +61 4 3959 0295

WIDE BAY BURNETT REGION
Prof Andy Bridges
Associate Vice-Chancellor (Wide Bay Burnett Region)
Email: a.bridges@cqu.edu.au
Phone: +61 7 4150 7171
In 2012, CQUniversity experienced unprecedented success following the opening of the CQUniversity Cairns Distance Education Study Centre to support more than 600 distance students studying in the Cairns and Far North Queensland Region. Following this success, which saw a 36 percent increase in enrolments since its opening in 2012, CQUniversity made subsequent plans to develop a fully fledged campus in the heart of the Cairns central business district (CBD). This campus was warmly welcomed by the community. With uncapped potential to expand its education, training and research capabilities, engage more local schools and attract a large cohort of international visitors, CQUniversity’s expansion into the Cairns and Far North Queensland Region is the perfect example of why CQUniversity is Australia’s fastest growing university.

Operations in Cairns and Far North Queensland are growing and CQUniversity plans to generate 2500 enrolments by the end of 2020, build a campus attractive to domestic and international students and improve engagement with schools, industry and the community to drive education, training and research.

CQUniversity intends to expand its services further north and become a provider of education and training for areas like Cape York and Papua New Guinea in a range of programs such as engineering, nursing, public health, business, teaching, professional communications, information technology, law, property, aviation, horticulture and Vocational Education and Training (VET) programs.

Cairns has a strong international brand.

» Fifth busiest Australian airport – three to four million passenger movements per annum.
» Direct international routes connecting Singapore, Hong Kong and Japan.
» Most visited Australian cruise port outside of Sydney.
» Largest study tour destination in Queensland.

By 2020, the CBD campus aims to welcome 500 international students, increase staff numbers, develop research capacity and build connections with schools through pre-university programs.
2020 TARGETS
» 60 staff over the next five years
» 500 International students within five years
» five VET in schools programs and development of research capacity
» 17 degree programs in 2016 and 100 Start Uni Now (SUN) enrolments within five years
» 714 graduates locally each year by 2020

TOP PRIORITIES
» International partnerships
» Development of Cairns as an education city
» Pathway partnership with Cairns High
» Increase bachelor degree achievement rate to be in line with state average
» Leverage the Taipans naming Education rights partnership

TOP CHALLENGES
» Significant transient population
» Significant youth ‘brain drain’ to southern regions
» Economic drivers need greater diversification (over-reliance on tourism)
» Fluctuating confidence in projected economic development
» Region population spread across a large geographic, often remote, area

REGION DEMOGRAPHICS

277 461
Population
15.6%
Aboriginal and Torres Strait Islander Peoples
53.9%
People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Professionals
2 Labourers
3 Clerical and administrative workers

TOP 3 EMPLOYERS
1 Health care and social assistance
2 Retail trade
3 Accommodation and food services

$44 515
Average Wage
37.0
Median Age
4.9%
Contribution to state gross product
33.6 M+ ha
Land area

OUR PRESENCE

1 LOCATION
0.2850
Hectares
LAND AREA
2850 m²
BUILT-UP AREA

OUR STUDENTS

Most popular Higher Education programs
1 Bachelor of Nursing
2 Skills for Tertiary Education Preparatory Studies
3 Bachelor of Paramedic Science

Most popular Vocational programs
1 Certificate II in Rural Operations
2 Certificate III in Resource Processing
3 Certificate II in Resource Processing

595 Students
Vocational
57
Higher Education
538
Aboriginal and Torres Strait Islander Students
48
International
1
64%
Female
36%
Male

Study mode
0 On-campus
595 Distance
0 Blended
0 Recognition of Prior Learning/Other
0 Employer based (VET)

OUR PEOPLE

34 Staff
25 Female
9 Male

Staff breakdown
11 Professional
0 TAFE Teacher
23 Academic

25 Casual
5 Continuing
4 Fixed term

$1 M+
Annual salary budget

OUR ALUMNI

687
Graduates residing in the region
Following the merger, Central Highlands became the University’s first region to fully integrate its comprehensive operations. Today, CQU university is growing its presence in the region as a well-rounded educational hub for on-campus and distance education students that meets the educational and research needs of the region.

Positioned in the heart of Queensland’s resources sector, CQU university’s Emerald campus services the needs of the mining industry through the delivery of trades and apprenticeships. It is well positioned to enhance skills across the region’s rich agricultural sector (cotton, grape, cattle and grain) and is developing long-term partnerships to support the rural industry through education and research.

CQU university Emerald is building on its reputation as an engaged university by developing and strengthening links with stakeholders.

CQU university’s presence in the Central Highlands Region will continue to grow through engagement with the local community, schools and industry to ensure that the programs offered are congruent with the needs of the region.

CQU university Emerald will develop its allied health programs with future scope to partner with the General Practitioner Super Clinic to offer placements and residential opportunities for students in both medical and applied sciences and nursing and midwifery.

CQU university Emerald will also work alongside the Emerald Agricultural College to deliver the next stage of training in the form of diploma, undergraduate and postgraduate research programs in agriculture, agribusiness and food security.

Supporting the resources sector is also a vital component of the region’s operations. Through collaboration with the coal industry, CQU university Emerald will introduce the Diploma of Engineering (technical stream) available to study by distance education with possible credits towards a Bachelor of Engineering Technology.
2020 TARGETS
» Introduce Diploma of Engineering, agriculture and allied health degrees
» Better support distance education students and grow numbers to 1000
» Integration with Agricultural Colleges and conduct associated research
» Strengthen engagement and collaboration with large mining companies
» Continue as a leading provider of trades and vocational training

TOP PRIORITIES
» Engagement of our distance students
» Introduce an allied health program inline with the GP Super Clinic
» Re-establishment of our Region Engagement Committee across all sectors
» Create a committee to enhance student and staff on-campus experiences

TOP CHALLENGES
» Boom-bust economic cycles and diversification of the regional economy
» Diversifying programs beyond trade based training, which are also sustainable
» Cost of living/accommodation for students and staff (linked to boom-bust economy)
» History of program delivery and withdrawal from region

REGION DEMOGRAPHICS
75,174 Population
6.0% Aboriginal and Torres Strait Islander Peoples
50.7% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Machinery operators and drivers
2 Labourers
3 Technicians and trades workers

TOP 3 EMPLOYERS
1 Mining
2 Agriculture, forestry and fishing
3 Construction

$64,612 Average Wage
33.0 Median Age

4.8% Contribution to state gross product
62.2 M+ ha Land area

OUR PRESENCE
1 LOCATION

19.33 Hectares LAND AREA

7913.64 m² BUILT-UP AREA

$11 M+ INFRASTRUCTURE AND LAND VALUE

OUR STUDENTS
Most popular Higher Education programs
1 Skills for Tertiary Education Preparatory Studies
2 Bachelor of Nursing
3 Bachelor of Business

Most popular Vocational programs
1 Certificate III in Electrotech Electrician
2 Certificate III in Mobile Plant Technology
3 Certificate III in Engineering (Mechanical Trade)

1315 Students
919 Vocational
396 Higher Education
40 Aboriginal and Torres Strait Islander Students
126 International

34% Female 66% Male

Study mode
728 On-campus
543 Distance
105 Blended
4 Recognition of Prior Learning/Other
4 Employer based (VET)

Study mode breakdown
13 Casual
27 Continuing
2 Fixed term

OUR PEOPLE
41 Staff
24 Female
17 Male

Staff breakdown
19 Professional
14 TAFE Teacher
8 Academic

Annual salary budget $1.5 M+

OUR ALUMNI
849 Graduates residing in the region
Gladstone has strong relationships with industry and an established track record of tailored skills-based training and research. The region’s journey to international recognition for excellence will be supported by the development of specialty areas in postgraduate, continuing professional development, vocational study and block programs.

CQUUniversity Gladstone City focuses on trades training and apprenticeships in engineering, childcare, hair and beauty and business. CQUUniversity’s Gladstone Marina campus places the University on the shore of the Great Barrier Reef World Heritage Site. This campus boasts the Leo Zussino Building conference centre and specialist facilities to provide world-class support to research activities.

Research higher degree candidates form one of the larger on-campus student cohorts, particularly catering to international students. Nationally renowned programs demonstrate the value placed on blended distance delivery with intensive residential schools.

The comprehensive nature of the University provides opportunities to develop programs in the region that have strong pathways ranging from skills training through to degree programs and research. CQUUniversity’s Biloela Study Centre provides opportunities to expand provision into the interior of the region and reach further west. Key program development areas include the following.

**Sustaining engineering (asset management and workforce training)**
- Asset and maintenance management.
- Project management and logistics streams.
- Gladstone Energy and Maintenance Training Centre (opportunities across coal, liquid natural gas (LNG) and shale-oil, fire and emergency training, and control systems engineering).
- Infrastructure efficiency - bulk logistics and supply chain management.

**Sustaining environment**
- Ecosystem services in industrial landscapes (natural disaster mitigation).
- Environmental toxicology.
- Resource management vocational skills and apprenticeships package (sustainable fisheries and grazing management).
- Restoration ecology and environmental rehabilitation.
- Conservation biology.

**Sustaining community**
- Training to support economic diversification and industries (e.g. tourism, business, catering, health, childcare).
- Disaster management.
TOP CHALLENGES

- Identifying and delivering programs that will grow student numbers (both domestic and international students)
- Providing product that will attract people to the region (which are also sustainable)
- Attracting the school leaver market
- Availability of student accommodation
- Attaining a critical mass of both staff and students

TOP PRIORITIES

- Investment in a Trades Training Centre and laboratories
- Student accommodation
- Gladstone Energy and Maintenance Training Centre
- Increase Indigenous Australian intake to 3.6 percent to match population

TOP 3 OCCUPATIONS

1. Technicians and trades workers
2. Labourers
3. Professionals

TOP 3 EMPLOYERS

1. Manufacturing
2. Construction
3. Retail trade

2020 TARGETS

- Student growth – over 800 degree students matched in the vocational sector
- Dedicated student accommodation available in Gladstone
- New study centre in the far west of the region
- Establish a Centre for Coastal Ecosystem Restoration and Sustainability

REGION DEMOGRAPHICS

Population: 81,333
- 3.6% Aboriginal and Torres Strait Islander Peoples
- 51.1% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS

1. Technicians and trades workers
2. Labourers
3. Professionals

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1. Manufacturing
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OUR PRESENCE

3 LOCATIONS

15.58 Hectares

BUILT-UP AREA

22,198.33 m²

$42 M+

INFRASTRUCTURE AND LAND VALUE

$60,988

Average Wage

35.2

Median Age

3.0%

Contribution to state gross product

3.9 M+

Land area

OUR STUDENTS

Most popular Higher Education programs

1. Skills for Tertiary Education Preparatory Studies
2. Bachelor of Nursing
3. Bachelor of Engineering/Diploma of Professional Practice and Bachelor of Business

Most popular Vocational programs

1. Certificate III in Electrotech Electrician
2. Certificate III in Business Administration
3. Certificate III in Aged Care

2910 Students

2086 Vocational
824 Higher Education
93 Aboriginal and Torres Strait Islander Students
13 International

59% Female 41% Male

Study mode

1428 On-campus
941 Distance
711 Blended
168 Recognition of Prior Learning/Other
6 Employer based (VET)

OUR PEOPLE

147 Staff

93 Female
54 Male

Staff breakdown

42 Casual
65 Professional
42 TAFE Teacher
40 Academic

42 Continuing
28 Fixed term

$7 M+

Annual salary budget

OUR ALUMNI

1563 Graduates residing in the region

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824 Higher Education
93 Aboriginal and Torres Strait Islander Students
13 International

59% Female 41% Male

Study mode

1428 On-campus
941 Distance
711 Blended
168 Recognition of Prior Learning/Other
6 Employer based (VET)

OUR PEOPLE

147 Staff

93 Female
54 Male

Staff breakdown

42 Casual
65 Professional
42 TAFE Teacher
40 Academic

42 Continuing
28 Fixed term

$7 M+

Annual salary budget

OUR ALUMNI

1563 Graduates residing in the region
Set in a context of rapid growth and development, CQUniversity is determined to harness the potential of the Mackay-Whitsunday Region. In response to an increased demand over recent years for graduates in health, education, engineering and the sciences, the University has invested $25 million in infrastructure on CQUniversity’s Mackay Ooralea campus to support new programs in medical imaging and sonography, chiropractic science, engineering and project management.

CQUniversity’s Mackay Ooralea campus houses a 110 bed student accommodation facility, and is also home to the renowned Central Queensland Conservatorium of Music, which offers programs in music, theatre and jazz studies and attracts students from across Australia and overseas. The Trade Training Centre, constructed in 2013 at a cost of approximately $40 million, delivers a range of new and innovative trade programs. CQUniversity’s Mackay City campus has also seen a $10 million refurbishment which further supports the University’s broad range of education and training activities within the region.

Positioned within the greater Mackay-Isaac-Whitsunday region, the campuses in Mackay are well placed to specialise in a broad range of education, research and support services. The new engineering precinct worth $16.6 million offers electrical, civil and mechanical programs as well as the newly developed specialisation in mechatronics. This will ensure that CQUniversity supports the resource industries in the region and builds capacity to diversify the economy more broadly. In addition, there is the opportunity to build on previous successes in the development and delivery of customised training programs to address industry skills shortages, for example the Graduate Certificate and Graduate Diploma in Management.

Given the region’s current context and expectations for the future, the following disciplines will be key priorities for CQUniversity within the region:

- accounting
- business
- creative and performing arts
- education
- engineering and trades
- hair and beauty
- health, allied health and wellness
- hospitality
- information technology (IT)
- law
- management
- postgraduate research
- sport sciences
2020 TARGETS
» Increase higher education (HE) student numbers to 3000
» Increase Vocational Education and Training (VET) student numbers to 6000
» Mackay Regional Sports Precinct (phase 1 and 2) 50 percent operational
» Fully integrated VET and HE activities

TOP PRIORITIES
» Grow Mackay as a university town
» Leverage the engineering precinct’s potential
» Improve the region’s youth participation rates in post-secondary education
» Development of the Mackay Regional Sports Precinct
» Health, wellness and wellbeing of youth

TOP CHALLENGES
» Boom-bust economic cycles and diversification of the regional economy
» Youth participation rates
» First region to integrate VET and HE activities
» Availability of on-campus programs
» Image and brand awareness in the region

REGION DEMOGRAPHICS
157 594 Population
4.4% Aboriginal and Torres Strait Islander Peoples
51.9% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Technicians and trades workers
2 Labourers
3 Machinery operators and drivers

TOP 3 EMPLOYERS
1 Mining
2 Construction
3 Retail trade

2020 TARGETS
» Increase higher education (HE) student numbers to 3000
» Increase Vocational Education and Training (VET) student numbers to 6000
» Mackay Regional Sports Precinct (phase 1 and 2) 50 percent operational
» Fully integrated VET and HE activities

TOP PRIORITIES
» Grow Mackay as a university town
» Leverage the engineering precinct’s potential
» Improve the region’s youth participation rates in post-secondary education
» Development of the Mackay Regional Sports Precinct
» Health, wellness and wellbeing of youth

TOP CHALLENGES
» Boom-bust economic cycles and diversification of the regional economy
» Youth participation rates
» First region to integrate VET and HE activities
» Availability of on-campus programs
» Image and brand awareness in the region

REGION DEMOGRAPHICS
157 594 Population
4.4% Aboriginal and Torres Strait Islander Peoples
51.9% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Technicians and trades workers
2 Labourers
3 Machinery operators and drivers

TOP 3 EMPLOYERS
1 Mining
2 Construction
3 Retail trade

OUR PRESENCE
3 LOCATIONS
44.58 Hectares LAND AREA
$106 M+ INFRASTRUCTURE AND LAND VALUE

OUR STUDENTS
Most popular Higher Education programs
1 Skills for Tertiary Entrance Preparatory Studies
2 Bachelor of Nursing
3 Bachelor of Accounting

Most popular Vocational programs
1 Certificate III in Electrotech Electrician
2 Certificate II in Rural Operations
3 Diploma of Early Childhood Education

6109 Students
4396 Vocational
1713 Higher Education
356 Aboriginal and Torres Strait Islander Students
42 International
57% Female 43% Male

Study mode
2880 On-campus
1746 Distance
2139 Blended
54 Recognition of Prior Learning/Other
10 Employer based (VET)

OUR PEOPLE
349 Staff
255 Female
94 Male

Staff breakdown
147 Professional
74 TAFE Teacher
128 Academic

125 Casual
178 Continuing
46 Fixed term

Annual salary budget
$16 M+

OUR ALUMNI
2667 Graduates residing in the region
New South Wales (NSW) has Australia’s largest population, is home to Australia’s largest commercial centres and ports and is a leading destination of choice for international students. CQUndergraduate’s Sydney campus is the main delivery site for the NSW Region and operates in Sydney’s central business district (CBD), close to public transport and industry. With the development of programs through Train® CQUndergraduate, the NSW Region has the opportunity to provide a comprehensive range of programs from certificate through to doctoral level. CQUndergraduate Sydney has a history of providing business, management and information technology related courses and strong international student numbers. In more recent years, the University has commenced programs in sonography, chiropractic and podiatry and made significant investments in these facilities. The campus has also graduated many doctoral students and continues to do so.

International students will continue to be a dominant focus for Sydney, balanced with strong growth in domestic enrolments. The region will continue its doctoral programs and seek to develop a quality research profile. Through the creation of new study support options, the region should see growth in distance education programs over time. The development of Indigenous relationships and programs is also important to the region.

CQUndergraduate Sydney will continue to grow and support programs that attract international students including business, law, accounting, management and technology, as well as English courses that provide a pathway into these programs.

The region will also shift a strong focus towards allied health programs. This is an emerging program stream for Sydney and it is expected that a CBD-based community clinic will be developed as enrolments increase. This clinic will provide for expansion of allied health programs and enhance community engagement. To further improve existing on-campus program streams the region will introduce vocational programs to supplement existing program areas and provide a new point of difference in an already crowded higher education marketplace.
2020 TARGETS

» Total of 4000 on-campus students
» Total of 1700 distance education students
» Grow international students to 2200 (42 percent)
» Introduce vocational and enabling programs
» Enhance research by increasing outputs and professional doctorate programs

TOP CHALLENGES

» A strong and competitive higher education market
» Identifying and delivering programs which are attractive to the school leaver audience (and are also sustainable)
» Campus space management to accommodate growth
» Changing international student market
» Increasing brand awareness in a large and diverse marketplace

TOP PRIORITIES

» Introduction of vocational programs
» Development of domestic market in the Sydney CBD
» Increasing community engagement
» Raising our research profile
» Develop study centres to increase distance education support and intakes

REGION DEMOGRAPHICS

7 269 376
Population

2.5%
Aboriginal and Torres Strait Islander Peoples

57.3%
People over 15 with post-school qualifications

TOP 3 OCCUPATIONS

1. Professionals
2. Clerical and administrative workers
3. Managers

TOP 3 EMPLOYERS

1. Health care and social assistance
2. Retail trade
3. Manufacturing

OUR PRESENCE

2 LOCATIONS

0.9540 Hectares
LAND AREA

BUILT-UP AREA
9540 m²

OUR STUDENTS

Most popular Higher Education programs
1. Master of Professional Accounting
2. Master of Information Technology
3. English Language Intensive Courses for Overseas Students (ELICOS)

Most popular Vocational programs
1. Medication Assistance Skill Set
2. Certificate IV in Aged Care

3646 Students

Vocational
409

Higher Education
3237

Aboriginal and Torres Strait Islander Students
24

International
1986

Female
47%

Male
53%

Study mode
2465 On-campus
1212 Distance
0 Blended
0 Recognition of Prior Learning/Other
122 Employer based (VET)

OUR PEOPLE

199 Staff

99 Female
100 Male

Staff breakdown

36 Professional
0 TAFE Teacher
163 Academic

138 Casual
52 Continuing
9 Fixed term

Annual salary budget
9 M+

OUR ALUMNI

11 986 Graduates residing in the region
CQUniversity operates two campuses in Rockhampton and a study centre in Yeppoon, offering students and the wider community a range of facilities including Willby’s Training Restaurant, Hair Essence Hair Salon and Beauty Clinic at CQUniversity Rockhampton City, and the newly refurbished library, Health Clinic, Community Sports Centre and 380 bed Capricornia College student accommodation at CQUniversity Rockhampton North.

The Rockhampton Region is distinctive, economically diverse and resource rich. As a key logistical centre, Rockhampton provides support for a range of sectors including mining, agriculture, transport and logistics, education, retail, tourism and hospitality, government and social services. Rockhampton’s strength lies in its economic diversity and historic connections to core industries such as beef production and mining. CQUniversity aims to use these connections to build future opportunities and cement its claim as the birthplace of tertiary education in Central Queensland.

Merging with CQ TAFE in 2014 established CQUniversity as Queensland’s first comprehensive university and brought with it a strong TAFE history. The merger provides the Rockhampton Region with opportunities for expansion in both the vocational and higher education sectors in the following areas.

Potential new vocational courses:
» Diploma of Agribusiness Management
» Certificate II and Diploma of Agriculture
» Certificate IV and Diploma of Veterinary Nursing
» Certificate IV and Diploma of Instrumentation and Control Engineering
» Diploma of Engineering – Technical
» Certificate II and IV and Diploma in Logistics
» Diploma of Paramedical Science (Ambulance)
» Certificate in Indigenous Primary Health
» Certificate in Health Services.

Potential opportunities for degree courses and research:
» agriculture (animal production)
» transport and logistics
» social work
» customised engineering preparatory programs
» customised health preparatory programs
» growth in professional development courses – nursing and midwifery.

Potential growth areas for international students include engineering, health, hospitality and information technology.
2020 TARGETS
» Ongoing development of academic pathways to support university model
» Student growth – 10 percent domestic and 5 percent international
» Three new higher education programs
» Investment in stage three of the Health Clinic

TOP PRIORITIES
» Develop engagement strategies with local secondary schools
» Co-location of vocational and degree ‘like’ discipline areas
» Enhance on-campus student life and staff culture
» Engage with industry, community and government to build relationships
» Increase Indigenous student enrolments

TOP CHALLENGES
» Competitive post-secondary education market
» Enhancing reputation, on-campus delivery and social aspects to attract school leavers
» Impact of economic downturn

REGION DEMOGRAPHICS
119 817 Population
5.5% Aboriginal and Torres Strait Islander Peoples
49.9% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Technicians and trades workers
2 Professionals
3 Clerical and administrative workers

TOP 3 EMPLOYERS
1 Health care and social assistance
2 Retail trade
3 Education and training

2020 TARGETS
$51 778 Average Wage
37.0 Median Age
2.1% Contribution to state gross product
1.8 M+ ha Land area

OUR PRESENCE
3 LOCATIONS
176.55 Hectares LAND AREA
BUILT-UP AREA 101 807 m²

OUR STUDENTS
Most popular Higher Education programs
1 Skills for Tertiary Education Preparatory Studies
2 Bachelor of Nursing
3 Bachelor of Engineering and Diploma of Professional Practice

Most popular Vocational programs
1 Certificate II in Surface Extraction Operations
2 Certificate III in Engineering (Mechanical Trade)
3 Diploma of Early Childhood Education

9238 Students
6014 Vocational
3224 Higher Education
407 Aboriginal and Torres Strait Islander Students
468 International

50% Female 50% Male

Study mode
5688 On-campus
2495 Distance
1545 Blended
184 Recognition of Prior Learning/Other
751 Employer based (VET)

OUR PEOPLE
1393 Staff
878 Female
515 Male

Staff breakdown
779 Professional
97 TAFE Teacher
517 Academic

606 Continuing
554 Casual
233 Fixed term

$84 M+ Annual salary budget

OUR ALUMNI
5397 Graduates residing in the region
CQUniversity Adelaide houses the Appleton Institute, a multidisciplinary research hub specialising in research, teaching and community engagement and a wide range of areas including safety science, sleep and fatigue, human factors and safety management, applied psychology, human-animal interaction and cultural anthropology. In addition to the range of facilities available, the campus boasts an interactive rail simulator as well as a state-of-the-art sleep laboratory with six bedrooms and time-isolation capabilities.

The Institute has directly supported undergraduate and research students since its launch in 2012, where it welcomed a 30-strong team dedicated to driving research excellence at CQUniversity.

CQUniversity Adelaide has a multi-faceted presence and will continue to provide a base for human factors and fatigue research. CQUniversity’s Adelaide campus is home to lecturers in psychology, occupational health and safety and sociology. Increasingly the campus is becoming a base for lecturers and staff across the university in a broader range of disciplines.

Looking ahead, CQUniversity aims to expand its offerings and grow from a strong research-focused centre to a campus delivering programs alongside its core research and service activity. Taking a lead from the knowledge base at the Appleton Institute and trends in student interest, CQUniversity’s South Australian Region is aiming to deliver its first on-campus programs in 2017 including psychology, information technology (IT) and permaculture. Gaining a presence with South Australian Tertiary Admissions Centre (SATAC) is the first step for delivery of these programs.

Currently around 200 students are studying by distance in the region. While improving engagement with existing students the campus will also host cohorts of students for five programs from 2017.
2020 TARGETS
» Domestic student growth to 800 students
» Introduce postgraduate programs and vibrant campus life
» Five SATAC courses in psychology, occupational health and safety and IT
» $1 Million in category 1 funding ($3 million in total)
» 80 research publications per annum and 15 concurrent PhD candidates

TOP PRIORITIES
» Introduction of on-campus programs
» Introduction of Master in Permaculture and Master in Positive Psychology
» Development of campus infrastructure
» Growing on-campus student cohort
» Build on success of research profile

TOP CHALLENGES
» Establishment of niche product offerings in a saturated market
» Establishing a reputation and awareness in an established market, including school leavers
» Impact of the economic downturn
» Physical space for delivery of programs

REGION DEMOGRAPHICS
1 685 714
Population
1.9%
Aboriginal and Torres Strait Islander Peoples
51.9%
People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Professionals
2 Clerical and administrative workers
3 Technicians and trades workers

TOP 3 EMPLOYERS
1 Health care and social assistance
2 Retail trade
3 Manufacturing

$46 551
Average Wage
39.5
Median Age

100%
Contribution to state gross product
98.4 M+ ha
Land area

1 LOCATION
0.1857 Hectares
LAND AREA
1857 m²
BUILT-UP AREA

OUR STUDENTS
Most popular Higher Education programs
1 Bachelor of Laws
2 Doctor of Philosophy (Sciences, Engineering and Health)
3 Bachelor of Psychology and Bachelor of Nursing

Most popular Vocational programs
1 Medication Assistance Skill Set
2 Certificate III in Aged Care
3 Certificate III in Surface Extraction Operations

228 Students
Vocational
81
Higher Education
147
Aboriginal and Torres Strait Islander Students
1
International
5

59% Female
41% Male

Study mode
71 On-campus
157 Distance
0 Blended
0 Recognition of Prior Learning/Other
0 Employer based (VET)

OUR PEOPLE
66 Staff
38 Female
28 Male

Staff breakdown
45 Professional
0 TAFE Teacher
21 Academic

$3 M+
Annual salary budget

OUR ALUMNI
261 Graduates residing in the region
CQUniversity is well positioned to leverage off the growth and development of the South East Queensland Region with campuses in the Brisbane central business district (CBD) and at Noosaville on the Sunshine Coast. The region supports on-campus and distance education students and offers a range of face-to-face programs in business, education, information technology (IT), digital media, professional communications, occupational health and safety, chiropractic and medical sonography.

CQUniversity Brisbane is the University’s most integrated campus with the closest ratio of domestic and international students. CQUniversity’s Noosa campus hosts an extensive number of residential schools for nursing, while CQUniversity Brisbane hosts a range of residential schools for social work, psychology and medical sciences. CQUniversity Noosa serves as an important hub for research higher degree student supervision, supporting 78 students across a range of disciplinary and geographic regions.

The region has a three-pronged approach to its future direction including diversification of face-to-face program offerings, increased engagement with distance education students and enhanced engagement with local communities.

CQUniversity Noosa is well positioned and equipped to offer on-campus programs in nursing and health, especially in the area of aged care, and will diversify to offer programs to international students. CQUniversity Brisbane will continue to focus on its current suite of business, IT and allied health programs and explore diversification through vocational education and niche university programs.

Both campuses will build on opportunities to proactively engage with distance education students through targeted events on campus, taking events to regional centres and facilitating regular communications with students to advise them of services, facilities and events.

Positioned within a premier tourist destination renowned for its beauty and environmental values, CQUniversity Noosa will initiate an engagement strategy focussed on sustainability, creativity and learning and will look to offer short courses, master classes, high profile speakers and study tours.
2020 TARGETS
» A 50 percent increase in space on Brisbane and Noosa campuses
» Increase staff research output and research higher degree student numbers
» Offer VET programs in nursing and community care at the Noosa campus
» Offer a range of VET programs at CQUniversity Brisbane
» Host regular international study groups at CQUniversity Noosa

TOP PRIORITIES
» Quality experience for on-campus and distance education students
» Introduce on-campus nursing programs at Noosa
» Noosa’s engagement strategy on sustainability, creativity and learning
» Increase collaboration between Noosa and Brisbane
» Enhance profile by increasing outputs and research higher degree numbers

TOP CHALLENGES
» Highly competitive market, especially on the Sunshine Coast
» Physical space for delivery of programs
» Increasing program diversification with limited space
» Changing international student market
» International student support infrastructure at Noosa

REGION DEMOGRAPHICS
3,750,357
Population
2.2%
Aboriginal and Torres Strait Islander Peoples
55.3%
People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1. Professionals
2. Clerical and administrative workers
3. Technicians and trades workers

TOP 3 EMPLOYERS
1. Health care and social assistance
2. Retail trade
3. Construction

$49,029
Average Wage
37.0
Median Age
68.8% QLD
1.9% NSW
Contribution to state gross product
33.5 M+ ha
Land area

OUR PRESENCE
2 LOCATIONS
0.8108
Hectares
LAND AREA
8099 m²
BUILT-UP AREA

OUR STUDENTS
Most popular Higher Education programs
1. Bachelor of Nursing
2. Skills for Tertiary Education Preparatory Studies
3. Bachelor of Business

Most popular Vocational programs
1. Medication Assistance Skill Set
2. Certificate II in Rural Operations
3. Certificate II in Surface Extraction Operations

5674 Students
300 Vocational
5374 Higher Education
91 Aboriginal and Torres Strait Islander Students
961 International
61% Female 39% Male

Study mode
1685 On-campus
4278 Distance
0 Blended
0 Recognition of Prior Learning/Other
104 Employer based (VET)

Most popular Study mode
On-campus
749
Distance
4278
Blended
1
Recognition of Prior Learning/Other
0
Employer based (VET)

OUR PEOPLE
364 Staff
239 Female
125 Male

Staff breakdown
80 Professional
5 TAFE Teacher
279 Academic

232 Casual
86 Continuing
46 Fixed term

Annual salary budget
17 M+

OUR ALUMNI
9487 Graduates residing in the region
Townsville is the largest city in northern tropical Australia, with an estimated regional population of approximately 190,000. By 2026 at a population growth rate of 2.1 percent per annum, Townsville will experience the fourth fastest growth among Australia’s largest urban centres, reaching a population of 227,455 and transforming it from a regional to metropolitan city.

CQUniversity’s Townsville Distance Education Study Centre was established in September 2014 to support approximately 550 distance education students and to reverse the downward turn of student enrolments in the region. In October 2014, Council approved the immediate expansion of a full campus within an adjacent building.

By the first term of 2015, 164 students had enrolled compared with a total of 196 throughout 2014. Program strengths in the region include nursing, paramedic science, law, psychology, education and medical science.

CQUniversity in the Townsville and North West Queensland Region is committed to meeting the educational needs of its diverse communities and to partnering with industry to deliver programs that are relevant and bridge workforce gaps.

Programs approved for 2015/2016 are:

» Associate Degree of Engineering
» Bachelor of Accounting
» Bachelor and Master of Business Administration
» Bachelor of Laws
» Bachelor of Professional Communication
» Bachelor of Paramedic Science
» Bachelor of Education
» Bachelor of Public Health
» Diploma and Bachelor of Aviation
» Nursing Professional Development Programs

With Townsville having the largest population in the north and Mount Isa being the largest city in the north west, CQUniversity is well positioned to take advantage of the region’s diverse economic base.

Opportunities that will be investigated further in 2015 and 2016 are programs that:

» Aren’t currently delivered but are part of CQUniversity’s program suite, for example sonography, medical imaging, chiropractic, podiatry, occupational health and safety, emergency management, aviation and accident forensics.

» Have a strong distance cohort and may expand if a supported option is introduced, for example nursing, education, law and accounting.

» Support a regional and/or training need, for example visual arts, mining, agribusiness, architecture, health and council middle management training.
2020 TARGETS
» Total of 1500 students (10 percent to be international students from 2017)
» Develop and enhance programs through optimum delivery models and staff growth
» Develop core research areas and publication outputs
» New vocational programs addressing demand

TOP PRIORITIES
» Market awareness of COUniversity programs and presence
» Growth in usage of the study centre and campus
» Identification and implementation of a delivery model for each program
» Recruitment of academic and professional staff
» Reversal of the declining new students and resultant pipeline growth

TOP CHALLENGES
» Grow student numbers to meet targets
» Improve engagement with students to drive retention (particularly distance education students)
» Build brand awareness and reputation of COUniversity and its programs
» Engage and develop partnerships with community organisations and members

REGION DEMOGRAPHICS
269 944 Population
8.8% Aboriginal and Torres Strait Islander Peoples
51.6% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Professionals
2 Technicians and trades workers
3 Clerical and administrative workers

TOP 3 EMPLOYERS
1 Health care and social assistance
2 Public administration and safety
3 Retail trade

TOP 3 OCCUPATIONS
1 Professionals
2 Technicians and trades workers
3 Clerical and administrative workers

TOP 3 EMPLOYERS
1 Health care and social assistance
2 Public administration and safety
3 Retail trade

OUR PRESENCE
3 LOCATIONS
0.1059 Hectares
BUILT-UP AREA
1059 m²

OUR STUDENTS
590 Students
23 Vocational
567 Higher Education
30 Aboriginal and Torres Strait Islander Students
2 International

Most popular Higher Education programs
1 Bachelor of Nursing
2 Bachelor of Paramedic Science
3 Skills for Tertiary Education Preparatory Studies

Most popular Vocational programs
1 Certificate II in Rural Operations
2 Diploma of Management
3 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care

Study mode
0 On-campus
590 Distance
0 Blended
0 Recognition of Prior Learning/Other
0 Employer based (VET)

OUR PEOPLE
6 Staff
4 Female
2 Male

Staff breakdown
5 Professional
0 TAFE Teacher
1 Academic
5 Casual
1 Continuing
0 Fixed term

Annual salary budget
$21 000+

OUR ALUMNI
728 Graduates residing in the region

OUR PRESLENCE
3 LOCATIONS
0.1059 Hectares
BUILT-UP AREA
1059 m²

REGION DEMOGRAPHICS
269 944 Population
8.8% Aboriginal and Torres Strait Islander Peoples
51.6% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Professionals
2 Technicians and trades workers
3 Clerical and administrative workers

TOP 3 EMPLOYERS
1 Health care and social assistance
2 Public administration and safety
3 Retail trade

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1 Professionals
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OUR STUDENTS
590 Students
23 Vocational
567 Higher Education
30 Aboriginal and Torres Strait Islander Students
2 International

Most popular Higher Education programs
1 Bachelor of Nursing
2 Bachelor of Paramedic Science
3 Skills for Tertiary Education Preparatory Studies

Most popular Vocational programs
1 Certificate II in Rural Operations
2 Diploma of Management
3 Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care

Study mode
0 On-campus
590 Distance
0 Blended
0 Recognition of Prior Learning/Other
0 Employer based (VET)

OUR PEOPLE
6 Staff
4 Female
2 Male

Staff breakdown
5 Professional
0 TAFE Teacher
1 Academic
5 Casual
1 Continuing
0 Fixed term

Annual salary budget
$21 000+

OUR ALUMNI
728 Graduates residing in the region
CQUinity in the Victoria Region holds an important position in the University’s portfolio as an attractive destination for international students, particularly from the sub-continent and south-east Asia. With many major corporate, charitable and social enterprise organisations basing their headquarters in Victoria, the Melbourne central business district (CBD) campus location is well placed to build strong networks for research, student employment and growth.

CQUinity Melbourne has a proud history of delivering business and information technology (IT)-related higher education, as well as English language programs for international students. Gradually, the campus is increasing its focus on domestic students and with the addition of Train@ CQUinity in Edithvale, the Victoria Region is training allied health professionals in a range of vocational and higher education programs including nursing, aged care and medical sonography.

From mid-2015, CQUinity Melbourne will operate from its new CBD location at 120 Spencer Street following a $7 million campus fit-out to provide state-of-the-art teaching facilities and student amenities. The new location will be pivotal in raising awareness of CQUinity in Melbourne due to its high profile location opposite the main transit hub at Southern Cross Station.

A commitment to community engagement via social innovation will see CQUinity’s Melbourne campus at the centre of program development initiatives and volunteering opportunities. A focus on increasing the breadth of programs available on campus and continuing the growth in international and distance education student numbers in the region will see moderate growth over the next five years as a broader range of degree and vocational programs are promoted beyond the metropolitan area.

Supporting distance education students through the development of study hubs will also become a priority as CQUinity continues its roll-out of supported learning environments. Victoria is expected to see continued development in regional areas over the next five years, which will support a broadening of the University’s delivery.
2020 TARGETS
- 5000 students across vocational and degree programs
- Domestic student numbers to be 20 percent of total intake
- Master of Business Administration to be a flagship executive program
- A new suite of postgraduate programs in social innovation
- Strong relationships with government and focus on international students

TOP PRIORITIES
- Grow the domestic student cohort
- Expansion of allied health programs
- Raise CQUniversity’s profile in Victoria with relevant stakeholders
- Develop a strong research profile in business, IT and allied health
- Strengthen support services on campus, particularly in career services

TOP CHALLENGES
- Increasing brand awareness in a large and diverse marketplace
- A very strong, established and competitive higher education market
- Expanding program range for domestic undergraduate and postgraduate cohort
- Diversifying international student intake with more domestic students

REGION DEMOGRAPHICS
- 5,841,667 Population
- 0.7% Aboriginal and Torres Strait Islander Peoples
- 56.1% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1. Professionals
2. Clerical and administrative workers
3. Technicians and trades workers

TOP 3 EMPLOYERS
1. Health care and social assistance
2. Retail trade
3. Manufacturing

$50,276 Average Wage
37.2 Median Age
100% Contribution to state gross product
22.7 M+ ha Land area

OUR PRESENCE
2 LOCATIONS
0.8498 Hectares LAND AREA
8498 m² BUILT-UP AREA

OUR STUDENTS
Most popular Higher Education programs
1. Master of Information Technology
2. English Language Intensive Courses for Overseas Students (ELICOS)
3. Master of Professional Accounting

Most popular Vocational programs
1. Diploma of Nursing Medication Assistance Skill Set
2. Certificate III in Aged Care

2688 Students
2189 Higher Education
1703 International
49% Female
51% Male

Study mode
2204 On-campus
497 Distance
4 Recognition of Prior Learning/Other
59 Employer based (VET)

Study mode
2204 On-campus
497 Distance
4 Recognition of Prior Learning/Other
59 Employer based (VET)

OUR PEOPLE
204 Staff
111 Female
93 Male

Staff breakdown
54 Professional
17 TAFE Teacher
133 Academic

125 Casual
51 Continuing
28 Fixed term

Annual salary budget
10 M+

OUR ALUMNI
7804 Graduates residing in the region
Perth has a population of close to 2 million and is Australia’s fourth largest city. With all five of the existing Western Australia universities represented by campuses based in Perth, CQUUniversity is increasing its presence in the Western Australia Region to support its growing cohort of distance education students. The Geraldton Universities Centre, which CQUUniversity joined in 2011, delivers a number of programs and support on behalf of Australian universities in areas such as psychology, business, accounting and education.

With approximately 350 distance education students enrolled in Western Australia (most of which were from the Perth area), the decision was made to open a study hub in Perth in 2014 to support those students. The Perth Distance Education Study Centre is co-located in the Perth central business district (CBD) with a partner organisation.

The benefits of establishing the CQUUniversity Perth Distance Education Study Centre include:
» a CBD Perth presence with an established education partner that is commercially oriented and aligned with student markets
» facilities suitable for students, with staff capable of being trained in basic CQUUniversity procedures
» ability to increase face-to-face teaching or conduct residential schools through this facility and partnership
» joint marketing of programs
» opportunity to develop a ‘hub and spoke’ model, servicing other Western Australia study hubs, as well as Geraldton
» opportunities for international students enrolled in pathways from partner providers into CQUUniversity undergraduate degrees
» opportunity to attract international markets

Also in 2014, the CQUUniversity Karratha Study Hub was opened in partnership with the Pilbara Institute. The facility is being utilised as a resource centre for current students.

Moving forward, CQUUniversity’s commitment to growing its services in Western Australia, and the impending appointment of an Associate Vice-Chancellor in July 2015, will enable the development and implementation of a strategy specifically tailored to the education and research needs of the Western Australia Region.
2020 TARGETS
» Broad awareness of CQUniversity presence within the region
» Increase student numbers to 1000 by 2017
» Expand program offerings in Geraldton
» Actualisation of program opportunities more broadly throughout the region
» Placement of staff and resources to service program and campus needs

TOP PRIORITIES
» Identify and develop business cases for additional study hub locations
» Allocation of marketing and support staff
» Investigation of Kimberley and Margaret River opportunities
» Identify programs and support for regional needs in Perth and Karratha
» Embed the Associate Vice-Chancellor position within the region

TOP CHALLENGES
» Integration of Western Australia locations into CQUniversity
» Engagement of CQUniversity directorates with Western Australia locations
» Establishing the Associate Vice-Chancellor position within the region
» Enhancing CQUniversity’s presence within the region

REGION DEMOGRAPHICS
2 573 389 Population
3.1% Aboriginal and Torres Strait Islander Peoples
56.7% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS
1 Professionals
2 Technicians and trades workers
3 Clerical and administrative workers

TOP 3 EMPLOYERS
1 Health care and social assistance
2 Construction
3 Retail trade

OUR PRESENCE
3 LOCATIONS
0.0020 Hectares LAND AREA
BUILT-UP AREA 20 m²

OUR STUDENTS
Most popular Higher Education programs
1 Skills for Tertiary Education Preparatory Studies
2 Graduate Certificate in Asset and Maintenance Management
3 Graduate Diploma of Maintenance Management

Most popular Vocational programs
1 Diploma of Accounting
2 NA
3 NA

349 Students
17 Aboriginal and Torres Strait Islander Students
4 International
51% Female 49% Male

Study mode
0 On-campus
349 Distance
0 Blended
0 Recognition of Prior Learning/Other
0 Employer based (VET)

Study mode
0 On-campus
349 Distance
0 Blended
0 Recognition of Prior Learning/Other
0 Employer based (VET)

OUR PEOPLE
39 Staff
28 Female
11 Male

Staff breakdown
5 Professional
0 TAFE Teacher
34 Academic

Annual salary budget
297 000+

OUR ALUMNI
500 Graduates residing in the region
CQU's Wide Bay Burnett Region strongly supports sustainable and resilient communities. This is reflected in the programs available, the research undertaken and the engagement of staff and students with community. Historical strengths in the education of nurses and teachers have been supplemented in recent years by new program areas including allied health, engineering and aviation. CQU’s Bundaberg campus is home to an accident investigation laboratory, unique to the southern hemisphere, which supports the University’s innovative programs in accident forensics.

The region’s programs are also underpinned by research relevant to the region. CQU’s Research Institute for Future Farming Research Systems is a reflection of the importance of this industry to Wide Bay Burnett and the wider CQU footprint. Further research strengths include investigations of gambling behaviour, effective online learning and community recovery from natural disasters.

CQU’s presence in the region is centred in Bundaberg, providing an outstanding environment for education and research supported by state-of-the-art technology. Recent investments include new teaching buildings and recreational facilities, and a $2 million refurbishment of learning spaces and laboratories. Two schools are led from the region – Education and The Arts, and Human, Health and Social Sciences – and these encompass many of the priority programs offered such as teacher education, nursing, psychology, physiotherapy, occupational therapy, social work and health promotion.

Other programs that represent strategic importance for the region are engineering, business, law, science, agriculture and horticulture.

Future key research areas include farming systems, gambling behaviour and community resilience. Researchers in these areas have attracted competitive grant income and generated high impact publication outputs.

A final focus area will be internationalisation, particularly leveraging the relationship with Guanxi University in Bundaberg’s sister city, Nanning, China, which will encompass regular study tours, semester exchanges, top-up programs and research collaborations.
2020 TARGETS

» Total of 5000 students
» First to second year student retention increased to 80 percent
» Student overall satisfaction averaging four to five across all programs
» $2 million grant income and an average of 50 HERDC publications annually
» A cohort of 25 research higher degree students

TOP PRIORITIES

» Securing new campus infrastructure
» Continued growth in taught programs and student numbers
» Increasing proportion of school leaver students
» Continued growth in research capacity and outputs
» Internationalisation

TOP CHALLENGES

» Proximity to Brisbane as a university destination
» Raising the profile of opportunities available in the region
» Raising aspiration for university study for first to university families
» Need for new teaching spaces and office accommodation
» Availability of student accommodation on campus

REGION DEMOGRAPHICS

240 133 Population
4.2% Aboriginal and Torres Strait Islander Peoples
47.3% People over 15 with post-school qualifications

TOP 3 OCCUPATIONS

1 Labourers
2 Professionals
3 Clerical and administrative workers

TOP 3 EMPLOYERS

1 Health care and social assistance
2 Retail trade
3 Education and training

$41 497 Average Wage
43.4 Median Age
3.1% Contribution to state gross product
4.1 M+ ha Land area

OUR PRESENCE

22.66 Hectares LAND AREA

BUILT-UP AREA
8778 m²

$20 M+ INFRASTRUCTURE AND LAND VALUE

OUR STUDENTS

Most popular Higher Education programs
1 Skills for Tertiary Education Preparatory Studies
2 Bachelor of Nursing
3 Bachelor of Psychology

Most popular Vocational programs
1 Certificate II in Surface Extraction Operations
2 Certificate III in Drilling Operations

1657 Students
47 Vocational
1610 Higher Education
57 Aboriginal and Torres Strait Islander Students
10 International
65% Female 35% Male

Study mode
722 On-campus
1399 Distance
0 Blended
0 Recognition of Prior Learning/Other
0 Employer based (VET)

OUR PEOPLE

175 Staff
118 Female
57 Male

Staff breakdown
52 Professional
0 TAFE Teacher
123 Academic

98 Casual
60 Continuing
17 Fixed term

Annual salary budget
9 M+

OUR ALUMNI

2324 Graduates residing in the region